Measurement Options for the Assessment of Head Start Quality Enhancements

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TABLES

Table **Page**

MEASUREMENT OPTIONS FOR THE ASSESSMENT OF HEAD START QUALITY ENHANCEMENTS

This volume of the final report for the project, *Design Options for the Assessment of Head Start Quality Enhancements*, provides a compendium of measures that could be used to evaluate the effectiveness of Head Start enhancements. We focus primarily on child outcome measures, although we also present and discuss measures pertaining to intermediate outcomes related both to changes in the program (for example, program management, teacher-child interaction, teacher knowledge and behaviors, and global classroom quality) and to changes in the home, (for example, parenting practices and the emotional and cognitive stimulation available in the home environment), outcomes that some Head Start enhancements could target. We also review measures and variables pertaining to baseline characteristics and conditions that may serve as moderators of program impacts. All of the measures reviewed here have been used in studies of Head Start programs, children, and families.

CHILD OUTCOMES

This section presents and discusses measures of child outcomes that could be considered for inclusion in evaluations of Head Start enhancements. We address strengths and limitations of these child outcome measures and note gaps in measurement that may need to be filled to most effectively evaluate Head Start enhancements. Selection of measures for a specific enhancement study will be guided by the theory of change articulated by the enhancement developer.

In deciding which child outcome measures to review, we first identified recent large-scale studies and program evaluations involving low-income families with preschool-age children. We then selected child outcome measures most germane to aspects of school readiness identified in the Head Start Child Outcomes Framework (see Appendix A) and chose the measures applicable to preschool-age children. We reviewed child outcome measures from the following projects:

- Head Start Family and Child Experiences Survey (FACES)
- Head Start National Reporting System (NRS)
- Head Start Impact Study (HSIS)
- Early Head Start Pre-Kindergarten Follow-Up Study (TPK)
- Descriptive Study of Head Start Health Services (HS Health)
- Preschool Curriculum Evaluation Research Project (PCER)
- Early Reading First Evaluation (ERF)
- Classroom Literacy Interventions and Outcomes Study (CLIO)
- NICHD Study of Early Child Care and Youth Development (NICHD)
- Head Start Quality Research Center Consortium (QRC)[1]

Each measure is profiled in Appendix B with (1) a detailed description of the measure and the child development construct(s) assessed, (2) a listing of which of the above-mentioned large-scale studies included the measure, (3) information relating to the recency and composition of the norming or research sample, (4) psychometric information on demonstrated reliability and validity, (5) information on the qualifications and time needed to administer the measure, and (6) an overall rating of ease of administering the measure. Box 1 describes the approach and definitions we used in developing the domain tables. These profiles are organized and tabled by domain and domain element of the Child Outcomes Framework (COF):

- Language Development (Appendix Table B.1)
- Literacy (Appendix Table B.2)
- Mathematics (Appendix Table B.3)
- Science (Appendix Table B.4)
- Creative Arts (Appendix Table B.5)
- Social and Emotional Development (Appendix Table B.6)
- Approaches to Learning (Appendix Table B.7)
- Physical Health and Development (Appendix Table B.8)

[1] Only a few child outcome measures from the QRCs are included in the tables. The ones included are distinct from those used in the FACES study.

BOX 1. PROCESS FOR COMPILING THE EIGHT DOMAIN TABLES

Studies Included

We reviewed preschool child outcome measures used in ten studies: (1) the Family and Child Experiences Survey (FACES); (2) the Head Start National Reporting System (NRS); (3) the Head Start Impact Study (HSIS); (4) the Early Head Start Pre-Kindergarten follow-up study (TPK); (5) the Descriptive Study of Head Start Health Services (HS Health); (6) Preschool Curriculum Evaluation Research (PCER); (7) Early Reading First (ERF); (8) Even Start Classroom Literacy Interventions and Outcomes Study (CLIO); (9) the NICHD Study of Early Child Care and Youth Development (NICHD); and (10). Head Start Quality Research Center Consortium (QRC)

Measure Inclusion/Exclusion Criteria

Only measures suitable for assessing outcomes of preschool-age children are profiled in Tables B.1 to B.9 (although some of these measures are also suitable for use with older childrens). Measures designed specifically for use with elementary school-age children in these studies were not profiled but are listed in Appendix Table B.11. When a measure was dropped from a multi-year study, it was not included in the domain tables, because dropping the measure indicates (1) the measure did not add anything unique to the explanatory power, (2) the measure exhibited ceiling or floor effects, or (3) the measure presented a training challenge. When available, we reviewed the measures used in all the data collection periods of a given study. We note changes in measures over the course of various data collection periods (specifically for FACES, NRS, and CLIO), including reduction of items, rewording of instructions and items, and the use of different forms of the measure.

Description of the Measure

The description of the measure was obtained from the study and the publisher. The data source (child, parent, teacher, and assessor) for each measure is listed. The number of items in the original measure and the study is also reported. The ages that the measure can be administered to are indicated in terms of the publisher-reported ages and study-sample ages. Language refers to the language used for the measure. If the Spanish measure is a literal translation of an English measure, we list the Spanish measure in the same row as the English measure. If the Spanish measure is a different measure, it is listed in alphabetical order in the domain tables.

Prior Use

This area indicates the study/studies where the measure was used.

Psychometrics (Norming, Reliability & Validity)

Publisher-reported psychometrics are reported when relevant and available. If the measure was adapted, both the publisher and study-specific psychometrics are reported. If a measure was developed for a specific study, only the study-specific psychometrics (if available) are reported.

Box 1 (continued)

Domain and Indicator Coding

Coding of the domains and indicators was based on the description of the measure as provided in the publisher's manual and/or on the publisher's website. If the study made modifications to the measure, the description and coding provided by the study is also included. When a measure was developed for a study or significantly adapted for the study, we coded the measure based on the description provided by the study. If the child assessment booklet was available for a given study (most often FACES, NRS, CLIO), the coding was also based on a review of the items. A single measure could be coded for multiple domains and multiple indicators.

Training and Complexity for Use by Researchers

This information comes from the publisher for non-adapted measures and both publisher and study if adapted or developed for the study. When a measure was used in more than one study, we have restricted the training information to include only the FACES training information although training could potentially be different for various studies. If a measure is a non-FACES measure, we report the training information from the study/studies where it was used. Coding information does not include time spent by study home offices for additional coding or time for deriving standard and weighted scores.

List of Sources (Appendix B.10 provides a complete list of sources by study)

For each study, the list of preschool child outcome measures used in the study was obtained from the study website. When available, study OMB packages, technical and progress reports, training manuals, child assessment booklets, and PowerPoint presentations were reviewed. Another resource was documents containing compilations of measures. In some cases, the study research team was contacted for clarifications about the measures. Publisher's web sites and publisher's manuals were also reviewed.

Appendix Tables B.1 through B.8 include only measures that have a scale or subscale addressing the COF domain of interest. Appendix Table B.9 lists additional child outcome measures classified by COF domains that have items addressing the domain, but not a complete scale or subscale representing domain elements. For example, the Child Observation Record (COR) has single items measuring individual domain elements which, taken together, could measure various domains but cannot provide a valid measure of specific domain elements Most of the measures listed in Table B.9 represent the social and emotional development domain.

Appendix A.2 lists the reviewed measures alphabetically and indicates how we categorized each according to the COF domains and domain elements. Appendix B.10 lists the sources we used to identify the measures and their properties by project. Appendix Table B.11 indicates which measures are also applicable to elementary school-age children.

In deciding which measures should be listed under each COF domain and domain element, we considered both publishers' and study researchers' descriptions of which child development constructs the given instrument measured. Because publishers and researchers did not explicitly use the COF framework or terminology in describing these measures, we also reviewed the content of each measure through the lens of the COF framework. We listed a measure under a COF domain element if an entire subscale or scale related to the given domain element. For the Social and Emotional Development domain, we had to make an exception because most measures do not have an entire scale or subscale representing a single domain element. Because the COF refers to child outcomes at the positive end of the developmental continuum, it was a challenge, and required subjective judgment to decide where to list measures that tapped the problem end of the continuum (for example, problem behavior scales).

Researchers and program developers will have different measurement needs for any particular study of a program enhancement. For some, a measure that taps a broad area, with individual items representing many different domain elements, might be the best choice. For others, a measure that focuses on a particular domain element will be appropriate. The list of measures includes broad and narrowly-focused measures. In addition, our decision rules for classifying measures result in listing some measures under more than one domain and domain element. Despite the repetition, this yields, for each domain element, a comprehensive menu of choices for researchers and program developers who seek outcome measures that relate to outcomes that a particular enhancement targets.

Many similar or slightly revised versions of measures reviewed here appeared in more than one of the studies listed above. This reflects the tendency in designing large-scale studies to avoid reinventing the wheel and, instead, to rely on measures that have been successfully used in previous studies—especially if they represent the field's most recent attempts to improve upon existing measures for use in a large-scale study or with a particular population. For this reason, measures used in FACES are well represented in this paper, both because we reviewed the FACES measures explicitly and because many of the other studies we reviewed also drew upon the FACES work in designing their measurement strategies.

The following section provides an overview of measures available to assess aspects of preschool children's school readiness, organized by domain and domain element of the COF. We note the number of measures available to assess each school readiness construct (domain element) and highlight ones that meet most of the selection criteria. In referencing the number of measures available under each domain element, measures that have been sufficiently modified from their original version (that is, if items have been revised, added, and/or dropped) are listed as separate measures, with the corresponding references to the authors or research team responsible for modifying/creating the measure shown in the table. English and Spanish versions of the same measure (usually a direct translation of the measure) were counted as one measure, whereas English and Spanish versions of measures that tap the same domain element but are not simply direct translations (for example, the PPVT-III and the TVIP) are counted as separate measures. Versions of the same measure that have been used with mothers and with fathers are not counted as separate measures.

Versions of the same measure that have been used with parents and with teachers are counted as separate measures because they provide data about the child's behavior in two different settings (home and Head Start). A stand-alone test that is part of a larger battery (such as the WJ-III Letter-Word Identification test) is counted separately from another test from the same battery, whereas a scale that can be decomposed into subscales (such as the CBCL) is counted as one measure.

Language Development Constructs and Measures

Many measures of preschool children's language development meet most of our selection criteria and would be suitable for use in evaluations of Head Start enhancements. Table B.1 summarizes the measures reviewed in the two domain elements of Language Development: (1) Listening and Understanding and (2) Speaking and Communicating.

Listening and Understanding. "Listening and Understanding" refers to the child's increasing ability to understand and infer meaning from spoken language. It includes the ability to attend to and follow simple directions, the understanding of an increasingly complex and varied vocabulary and, for non-English-speaking children, demonstrated progress in understanding English.

We identified 10 distinct measures relating to preschool-age children's "Listening and Understanding." Measures containing psychometrically sound subscales include the Preschool Language Scale-IV/Auditory Comprehension Subscale (PLS-IV AC) and the Pre-LAS 2000/Oral Language Component. The PLS-IV AC Subscale has not been used with Head Start populations, and the Pre-LAS has been used with Head Start populations only as an English-language screener. Measures that focus solely on measuring children's listening and understanding include the PPVT-III and the Woodcock Johnson-III Tests of Achievement/Oral Comprehension Subscale, currently being used in the national Head Start Impact Study (though, unfortunately, psychometric information from this study is not yet available). Of the measures reviewed, the PPVT-III is one of the most in-depth measures of children's listening and understanding, with strong psychometric properties compared to the other measures listed under this domain element. The PPVT-III has been used with Head Start populations; for FACES, trained paraprofessionals administered and scored a shortened version of the PPVT-III in about 10 minutes. The PPVT-III can also be used with elementary school-age (and even older) children, should any Head Start enhancement evaluations decide to measure children's listening and communicating beyond the Head Start year.

Speaking and Communicating. "Speaking and Communicating" refers to the child's increasing ability to produce sounds, pronounce words clearly, speak in sentences of increasing complexity, and convey information through conversation. It includes the use of an increasingly complex and varied vocabulary and, for non-English-speaking children, demonstrated progress in speaking English.

We reviewed nine distinct measures related to preschool-age children's "Speaking and Communicating." Some measures contain subscales (for example, the Expressive

Communication Subscale of the Preschool Language Scale-3) with psychometric properties indicating the valid and reliable measurement of "Speaking and Communicating." The Expressive One-Word Picture Vocabulary Test-III (EWOPVT-III), an in-depth measure that focuses solely on expressive vocabulary, has strong psychometric properties compared to other measures listed under this domain element, but it takes 15 to 20 minutes to administer and score. A shorter measure, the Picture Naming Individual Growth and Development Indicator (IGDI), assesses and scores a child's vocabulary in under three minutes.

Literacy Constructs and Measures

Many measures of preschool children's literacy and prereading knowledge and skills meet most of our selection criteria and would thus be suitable for use in evaluations of Head Start enhancements. Table B.2 summarizes the measures reviewed in the five domain elements under this domain: (1) Phonological Awareness, (2) Book Knowledge and Appreciation, (3) Print Awareness and Concepts, (4) Early Writing, and (5) Alphabet Knowledge.

Phonological Awareness. "Phonological Awareness" refers to the child's increasing ability to discriminate and identify sounds in spoken language and an understanding of the association between sounds and written words.

Our review identified five measures relating to preschool-age children's phonological awareness. The Phonemic Awareness Subscale of the Test of Language Development: Primary to 3rd Grade Edition (TOLD: P-3) is an in-depth, valid, and reliable measure of children's phonological awareness through third grade, though it is not available in Spanish. The Preschool Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP) contains an "Elision Task" (which assesses the child's phonemic awareness), and a "Blending Task" (which assesses the child's ability to combine word parts). The Elision Task is also available in Spanish, and each task takes eight to 10 minutes to administer and score. The Pre-CTOPPP has good psychometric properties.

Book Knowledge and Appreciation. "Book Knowledge and Appreciation" refers to the child's interest in books and reading-related activities, such as listening to and retelling stories and pretending to read.

Our review identified two measures relating to preschool-age children's book knowledge and appreciation. Perhaps the most in-depth measure of book knowledge and appreciation as conceptualized in the COF is the Story and Print Concepts measure, which is also available in Spanish. The available information from FACES on its psychometric properties suggests less than optimal reliability and mixed evidence of its validity with a Head Start population.

Print Awareness and Concepts. "Print Awareness and Concepts" refers to the child's increasing awareness of print as a form of communication. It includes the recognition of words as a unit of print, an increased ability to associate spoken with written words, and

increased awareness of the mechanics of reading (for example, from left to right, top to bottom).

Our review identified six measures relating to preschool-age children's print awareness and concepts. The Pre-CTOPPP contains a "print awareness task" that contains a few items that tap this domain element. The Conventions Subtest of the Test of Early Reading Ability—3rd edition (TERA-3) is another in-depth assessment. It has good reliability and can be used with elementary school-age children, although it is not available in Spanish. The full scale of the TERA can be used both as a screener and as a child outcome measure. The Letter-Word Identification Test of the Woodcock-Johnson III also has good psychometric properties (though the psychometric properties of its Spanish counterpart, Batería Woodcock Muñoz Pruebas de Aprovechamiento, Identificacion de Letras y Palabras, are unclear). It has been used with diverse populations, can be administered in eight minutes, and can be used with elementary school-age children. The Story and Print Concepts measure is also available in Spanish but has questionable psychometric properties.

Early Writing. "Early Writing" refers to the child's interest and engagement in writing activities. It includes the use of an increasing variety of writing tools and materials, and progress from using scribbles and pictures to convey ideas, to using letterlike symbols and, eventually, to writing one's own name.

Our review identified three measures relating to preschool-age children's early writing. The most in-depth assessment of early writing knowledge and ability we found is the Dictation Test of the Woodcock-Johnson III, which has good psychometric properties and—along with its Spanish counterpart, Batería Woodcock Muñoz Pruebas de Aprovechamiento, Dictacion—can be administered and scored in five minutes. It also can be used with elementary school-age children.

Alphabet Knowledge. "Alphabet Knowledge" refers to the child's increasing knowledge of letters and their uses. It includes the ability to name letters of the alphabet, as well as progress in associating the names of the letters with their corresponding shapes and sounds.

We identified eight measures relating to preschool-age children's alphabet knowledge. The "print awareness task" of the Pre-CTOPPP taps the child's ability to identify letters. The Alphabet Subtest of the TERA—3 has good psychometric properties and takes about 10 minutes to administer and score. Likewise, the Letter-Naming Task (and its Spanish counterpart, Nombrando Las Letras) is a psychometrically sound measure and takes only about five minutes to administer and score. The English and Spanish versions of the Letter-Word Identification Test of the Woodcock-Johnson III measure print awareness and can also be used with children of all ages to measure alphabet knowledge.

Mathematics Constructs and Measures

Our review identified six measures relating to preschool children's mathematics, many of which meet most of our selection criteria and would thus be suitable for use in evaluations of Head Start enhancements. Table B.3 summarizes the measures reviewed in

the three domain elements under this domain: (1) Number and Operations, (2) Geometry and Spatial Sense, and (3) Patterns and Measurement.

Number and Operations. "Number and Operations" refers to the child's interest in, and awareness of, numbers and counting as a way to determine quantity. It includes the ability to count, knowledge of the one-to-one association of numbers to objects when counting, and an increasing ability to count and compare quantities using such terms as "more" and "less."

All six measures tap some aspect of children's knowledge of numbers and operations. Some measures comprise entire scales focusing on the child's ability to count (Color Name and Counting) or the ability to count *objects* (the Counting Block Test). A more in-depth scale—the Applied Problems Test of the Woodcock-Johnson-Revised and the Woodcock-Johnson III—assesses the child's ability to solve age-appropriate math problems, which requires an understanding of counting and simple operations like addition and subtraction. Perhaps the most in-depth scale with broad coverage of this domain element as conceptualized by the COF is the Early Math Skills assessment (and its Spanish counterpart, Conocimiento Básicos de Matemáticas), which taps children's knowledge and abilities to recognize numbers, count, identify and name shapes, and interpret simple graphs.

Geometry and Spatial Sense. "Geometry and Spatial Sense" refers to the child's increasing awareness of size, shape, and position. It includes the ability to recognize and name shapes and match and sort objects, as well as an increasing understanding of words such as up, down, under, over, in front, and behind. While some scales had a few items related to geometry or spatial sense, no measures were identified that addressed these topics as a scale or subscale.

Patterns and Measurement. "Patterns and Measurement" refers to the child's increasing awareness of patterns and the concept of measurement. It includes the ability to identify, duplicate, and extend patterns, as well as to demonstrate progress in using tools (such as rulers) to measure objects. No measures were identified related to this area.

Science Constructs and Measures

This domain encompasses two areas: (1) Scientific Skills and Methods and (2) Scientific Knowledge.

Scientific Skills and Methods. "Scientific Skills and Methods" refers to children's increasing knowledge and skills relating to observing, describing, and making predictions about the world around them. It includes the ability to observe, collect, and record information; compare and contrast objects or phenomena; make and test predictions; and draw conclusions.

Scientific Knowledge. "Scientific Knowledge" refers to a child's growing knowledge of the natural world and living things(for example, their bodies, the environment), as well as growing awareness of time, temperature, and cause and effect relationships.

As indicated in Table B.4, no measures were found that adequately assess either area in this domain.

Creative Arts Constructs and Measures

There are four domain elements under this domain: (1) Music, (2) Art, (3) Movement, and (4) Dramatic Play.

Music. The "Music" domain element is meant to tap the child's interest, enjoyment, and developing skills in music-related activities, such as listening to music, singing, and playing instruments. None of the measures reviewed tap this domain element.

Art. The "Art" domain element is meant to tap the child's interest in, enjoyment of, and developing skills in art-related activities, such as creating drawings, paintings, and other artwork. None of the measures reviewed tap this domain element.

Movement. The "Movement" domain element is meant to tap the child's creative expression through movement to different rhythms, beats, and tempos of music. None of the measures reviewed tap this domain element.

Dramatic Play. The "Dramatic Play" domain element is meant to tap the child's interest in engaging in make-believe, with play becoming increasingly complex. The Howes Peer Play Observation scale provides the possibility for coding children's dramatic play.

Social and Emotional Development Constructs and Measures

Table B.6 describes measures that may be used to evaluate preschool-age children's social and emotional development in five domain elements: (1) Self-Concept, (2) Self-Control, (3) Cooperation, (4) Social Relationships, and (5) Knowledge of Families and Communities. In general, many options exist for measuring aspects of preschool-age children's social and emotional development. In fact, deciding which measure or measures of aspects of children's social and emotional development to include in an evaluation of a Head Start enhancement may be daunting. This is because of the range of measures available that differ in the balance struck between tapping breadth or depth of the construct, the number of items used, psychometric properties of the measure, and whether the positive or only the problem end of the developmental spectrum is assessed. Measures of Social and Emotional Development have typically been measured through parent and teacher reports in studies of head start populations and for older children, child reports, rather than through observational assessments, although we include a few observational assessments on our list.

Self-Concept. "Self-Concept" refers to children's awareness of their specific abilities, characteristics, and preferences. It includes the child's growing confidence and growing capacity for independence.

Our review identified five measures that relate to preschool-age children's self-concept but also cover many other aspects of children's social and emotional development. The most common self-concept construct measured in the reviewed studies was child

confidence. Our review found no psychometrically-sound multi-item scale or subscale that exclusively taps one or more aspects of children's self-concept.

Self-Control. "Self-Control" refers to children's growing ability to express their feelings, needs, and opinions in conflict situations without causing harm to themselves or others. It includes the growing understanding of how their actions affect others and the ability to follow rules.

Our review identified 13 measures that relate to preschool-age children's self-control (also called "self-regulation" and "emotion regulation"). Some measures tap self-control only indirectly. For example, some measures tap the presence of aggressive and/or impulsive behavior (for example, the Problem Behavior Subscale of the SSRS, or the Externalizing Problems Subscale of the CBCL). High scores on these measures may indicate a lack of self-control. However, low scores on these measures cannot necessarily be interpreted as evidence of self-control, because these measures do not cover the positive end of the impulsive/self-control continuum. Other examples of indirect measures of self-control include those that tap prosocial behavior or social relationships more broadly—for example, the peer status ratings from the "Friends or Foes?" measure—and the Howes Peer Play Observation Scale.

Other measures tap self-control more directly, but they vary in how narrowly or broadly this is defined (that is, which behaviors constitute "self-control") and whether the measure contains only a few items or a multi-item scale or subscales. For example, the Self-Control Subscale of the Social Skills Rating System is a valid and reliable multi-item measure of children's self-control at home (the parent report) or in the classroom (teacher report). The Delay of Gratification Task and the Parent-Child Interaction Task require observational ratings of children's emotion regulation during structured and intentionally challenging or frustrating tasks.

Cooperation. "Cooperation" refers to a child's ability to sustain social interactions through helping, sharing, discussion, compromise, and taking turns, without being overly submissive or overly directive.

Our review identified 13 measures that contained items relating to preschool-age children's ability to cooperate. Most of these measures are the same as those listed under "Self-Control" on Table B.6. As with self-control, some of these measures tap cooperation only indirectly, while others tap it more directly, completely, and extensively. Measures of the presence of aggressive and/or impulsive behavior that reflect the absence of self-control (see above) can also be thought of as reflecting the absence of cooperation. As noted above, however, low scores on these measures do not necessarily indicate the presence of cooperation. In addition, as with self-control, some measures listed under cooperation on Table B.6 tap children's prosocial behavior or positive relationships more broadly (for example, the Friendship Interaction Coding Scale and the Howes Peer Play Observations Scale) and, thus, may not be good indicators of cooperation per se.

One measure that taps cooperation in greater depth and breadth is the Cooperation Subscale of the SSRS (SSRS-CS). The SSRS-CS has strong psychometric properties, though

it takes longer to administer (about 20 minutes) than the California Preschool Social Competency Scale (about 10 minutes).

Social Relationships. "Social Relationships" refers to a child's growing interest in and ability to develop friendships and positive relationships with adults. It includes being able to accept guidance and directions from familiar adults (such as teachers) and being able to express empathy and respond sympathetically to peers in need.

Our review identified 16 measures that contained items relating to preschool-age children's social relationships. Much overlap exists in the measures listed on Table B.6 under "Social Relationships" and under "Self-Control" and "Cooperation." This is not surprising, since positive social relationships and interactions require (among other things) self-control and cooperation. Thus, the domain element "Social Relationships" is, by its very nature, a broader construct that includes such things as the child's willingness to talk with and accept guidance and directions from teachers, ability to develop friendships, and ability to express empathy and care for others.

In fact, many measures listed on Table B.6 under "Self-Control" and "Cooperation" are probably better thought of as measures of social relationships more broadly. Many of the measures require observational coding of interactions with peers (Friends or Foes?, Friendship Interaction Coding Scale, Howes Peer Play Interaction Coding Scale), or parents (Parent-Child Interaction Task), or otherwise tap the dyadic nature of the child's social relationships. Some measures contain only a few items on "social competence" (for example, the Friendship Interaction Coding Scale). A few measures contain validated subscales of narrow child behavior constructs conducive to positive social relationships, such as empathy (the Empathy Subscale of the SSRS-Teacher Report), cooperation (see above), and self-control (see above). Still other measures constitute validated scales or subscales of children's social competence more broadly conceptualized (for example, the 10-item social competence subscale of the Social Competence and Behavior Evaluation or the Social Skills Scale of the SSRS).

Perhaps especially when selecting measures of Social and Emotional Development, evaluators must carefully articulate the theory of change underlying a given Head Start enhancement and select the measure or measures that best fit with this theory. Is change expected on a narrow socioemotional outcome, such as empathy or problems in friendships (perhaps because these are key components of the enhancement intervention), or is change expected on social competence more broadly (perhaps as an indirect impact of an enhancement focusing on language development)?

Knowledge of Families and Communities. The COF refers to "Knowledge of Families and Communities" as an increasing understanding of similarities and a respect for differences among people regarding gender, race, culture, language, and special needs. Our review did not identify any measures that tap this domain element of the COF.

Approaches to Learning Constructs and Measures

Table B.7 describes measures that may be used to evaluate preschool-age children's Approaches to Learning: (1) Initiative and Curiosity, (2) Engagement and Persistence, and (3) Reasoning and Problem Solving. Like measures in the Social and Emotional Development domain, measures in the Approaches to Learning domain also vary in the breadth versus depth of the construct tapped, the number of items used, psychometric properties, and whether the positive end of the developmental spectrum is assessed as well as the negative (problem behavior). Like Social and Emotional Development, Approaches to Learning is typically measured through parent and teacher reports, rather than through observational assessments.

Initiative and Curiosity. "Initiative and Curiosity" refers to a child's eagerness to learn. It includes an increased ability to make independent choices and choose to participate in a variety of tasks and activities.

Our review identified only one measure that related to preschool-age children's initiative and curiosity. Most of the measures contain only a few items or ratings of the child's initiative and curiosity, such as "enjoys learning and trying new things." The Preschool Learning Behavior Scale taps the "Approaches to Learning" domain more broadly, but its psychometrics are unclear. Our review did not uncover a valid and reliable scale measuring *both* initiative and curiosity.

Engagement and Persistence. "Engagement and Persistence" refers to a child's tendency to engage in and stick with a task. It includes the ability to set goals, follow through on plans, and maintain concentration despite interruptions and distractions.

Our review identified nine measures that contained items relating to preschool-age children's engagement and persistence in tasks. The Leiter-R has an Attention Sustained subtest, the California Preschool Social Competency Scale yields a factor called Task Mastery, and the Continuous Performance Task (CPT) is a direct assessment of a child's sustained attention. Covering the negative end of the spectrum, the CBCL has a narrow-band scale called Attention Problems, which may indicate a lack of engagement or persistence in a task. Recall, however, that a measure of problems cannot be used to assess the positive end of the spectrum. For example, while a high score on "attention problems" may indicate the *lack* of engagement or persistence, a low score does not signal the *presence* of engagement or persistence. Only the Leiter-R is available in Spanish.

Reasoning and Problem Solving. "Reasoning and Problem Solving" refers to a child's ability to assess a problem or situation and come up with alternative solutions. It includes seeking answers through trial and error and interactions and discussions with peers and teachers, as well as the ability to come up with more than one solution.

Our review identified one measure relating to preschool-age children's reasoning and problem solving. Some of the measures listed on Table B.7 such as the SSRS touch on this domain element only indirectly, by measuring *predictors* of effective problem solving. The Social Problem-Solving Test-Revised (SPST-R)taps a child's problem solving more directly

(for example, by asking a child how a character in a vignette could solve the problem and accomplish their goal).

Physical Health and Development Constructs and Measures

Table B.8 describes measures that may be used to evaluate preschool-age children's Physical Health and Development: (1) Fine Motor Skills, (2) Gross Motor Skills, and (3) Health Status and Practices.

Fine Motor Skills. "Fine Motor Skills" refers to a child's proficiency in using tools requiring manual dexterity and control (such as scissors, a stapler, a hammer) and in tasks requiring hand-eye coordination (such as building with blocks, putting together puzzles, stringing beads, writing, and drawing).

Our review identified four measures that contain items relating to children's fine motor skills. The WJ-R Dictation Test and its renamed WJ-III counterpart (WJ-III Spelling) contain six items requiring the child to draw lines and copy letters. A more in-depth measure, the McCarthy Draw-a-Design Task, is an assessment designed explicitly to test a child's perceptual-motor performance (fine motor) skills. It requires the child to draw increasingly complex lines and geometric figures. The WJ-R Dictation Test and the Draw-a-Design Task are available in English and Spanish.

Gross Motor Skills. "Gross Motor Skills" refers to a child's proficiency at tasks requiring coordination of large muscle groups. It includes the child's growing ability to run, jump, march, hop, gallop, throw, catch, kick, bounce balls, slide, and swing. Our review identified no measures relating to children's gross motor skills.

Health Status and Practices. "Health Status and Practices" refers to a child's progress in physical growth, as well as whether the child engages in healthy behaviors (such as personal hygiene, good nutrition, and healthy activity levels) and observes health and safety rules (such as wearing safety belts and bike helmets and practicing fire safety).

Our review identified five measures that assessed children's health status and practices. The Descriptive Study of Head Start Health Services reviewed the Head Start Bureau's Child Health Record, which includes information on hospitalizations, illnesses, health problems, growth screenings, dates of physical examinations, immunizations, dental health, and nutrition information. Its parent interview also collected information on 11 health activities conducted at Head Start, 11 health topics discussed at home, as well as 11 health practice changes observed in the child. The NICHD Study of Early Child Care assesses children's height and weight, and it also asked parents about any hospitalizations, diagnosed health conditions, and the severity and impact of any illnesses the child has experienced.

Summary and Discussion

Our review of the key studies listed above yielded many measures that tapped one or more of the eight domains of the Child Outcomes Framework. Some measures tap a wide array of domains and domain elements and may be a good choice in an evaluation seeking a

more global measure of children's school readiness in many areas. Other measures tap a more narrow set of constructs but do so in greater depth. For example, the SSRS contains psychometrically valid subscales measuring a child's self-control, cooperation, and approaches to learning, and the PPVT-III was designed to measure children's receptive vocabulary ("Listening and Understanding" in the COF framework). These narrow, psychometrically sound measures may be a good choice in an evaluation targeting, or otherwise seeking, more fine-grained measures of a more limited set of school readiness outcomes.

A number of measures we reviewed contained items relating to one or more areas of development in the COF, but the items were not meant to tap the domain elements as the COF conceptualized and defined them. For example, the CBCL is a well-established, psychometrically sound measure of behavior problems whose scoring allows for the identification of children at risk of developing clinically significant problems. It was not designed to measure social and emotional development more broadly, though some of its items reflect children's self-control (or lack thereof), cooperation (or lack thereof), and ability to develop and maintain social relationships (or lack thereof). The CBCL would be suitable for use in evaluating a Head Start enhancement focusing explicitly on the reduction of behavior problems, perhaps with the goal of preventing the need for clinical treatment.

Measures in the Social and Emotional Development domain were especially difficult to align with the COF. For example, the best researched and most well-established measures in the social and emotional domain relate to children's behavior problems—measures whose problem focus makes it difficult to align with the positively worded, positively focused constructs on the COF. And while measures of children's positive development in the social and emotional domain exist, these measures are typically developed by individual researchers for their own study's purposes (Zaslow et al. 2004), leading to differences across studies in how various aspects of social and emotional development are conceptualized and operationalized. This dilemma is not new; in his review of the child care quality research, Lamb noted the lack of correspondence in how aspects of child development were sometimes conceptualized and operationalized across studies (Lamb 1998; cited in Zaslow 2004). As researchers and policy makers increasingly ask how children's "positive development" can be enhanced (ChildTrends 2000; Zaff and Hair 2003), and as large-scale studies increasingly include measures of children's positive social and emotional development, the field may converge on and/or develop more standardized measures of important aspects of development in this domain—perhaps with an eye toward constructs identified in the COF and school readiness literature (for example, Kagan et al. 1995) as important social and emotional outcomes for young children to achieve.

While many measures reviewed here are good candidates to consider including in Head Start enhancement evaluations, there are some limitations. Most notably, while some domains of the COF are well covered by the measures reviewed here, other domains or domain elements are covered less well, or not at all. Our review identified no measures tapping the "Geometry and Spatial Sense" and "Patterns and Measurement" domain elements in Mathematics; ; "Scientific Skills and Methods" and "Scientific Knowledge" domain elements in Science; "Music", "Art", and "Movement" domain elements in Creative

Arts; ;"Knowledge of Families and Communities" domain element in Social and Emotional Development; and "Gross Motor Skills" in Physical Health and Development. On the other hand, the Language Development and Literacy domains have many, and perhaps enough, measurement options. This is not surprising; the studies we examined for this paper reflect the current focus on children's prereading skills and knowledge, both in educational interventions and more generally in performance measures and evaluations of Head Start. As a result, measures of children's literacy and language development are well developed. In contrast, there has been less focus in the early childhood education field on young children's math and science knowledge and skills; consequently, measures development in these areas is lagging behind measures development in language and literacy. Adequately addressing these limitations will require examining additional measures from outside the set of studies considered here. Although standards for early childhood mathematics education exist (Clements et al. 2004), the focus has been on using assessment to inform education practice, not for developing norm-referenced tests in broad skill areas. Recently, the National Research Council's workshop planning committee on Mathematical and Scientific Development in Early Childhood held a one-day session to examine the state of the research base on early childhood (3- to 5-year-olds) in mathematics and science education. The planning committee assembled two expert panels to stimulate discussion at the workshop on: (1) Mathematical and Scientific Cognitive Development in Early Childhood; and (2) Going from Knowledge to Practice. This effort will also inform measures development in early math and science.

Moreover, whereas some of the measures reviewed (for example, the PPVT-III) have good psychometric properties for use with Head Start populations, others (for example, the Story and Print Concepts Assessment) have questionable psychometric properties in Head Start samples, and still others (for example, the California Preschool Social Competency Scale) would need to be validated with a Head Start population—(perhaps in a Stage 1 enhancement evaluation) before being included in a Stage 2 or 3 Head Start enhancement evaluation. That many of the measures reviewed here perform well with Head Start populations is not accidental; this review concentrated on measures used in studies of Head Start populations. In fact, it is also not accidental that many of the studies reviewed (and, thus, the measures profiled) originated from the FACES work, which represents the most recent and comprehensive effort to date to modify or develop measures of children's development suitable for use with Head Start populations. This strength may also be a limitation, however, because new studies may sometimes adopt FACES measures to permit comparisons of their findings, when child outcome measures more suitable to the particular study's goals may be more appropriate. This is a reasonable strategy, given the otherwise limited number of measures of child development suitable for use in large-scale evaluations of Head Start populations. However, evaluations of Head Start enhancements may need to consider modifying or developing measures to better meet the needs of an experimental evaluation of particular Head Start enhancements that target a particular child outcome domain.

The following section discusses possible changes that could occur in the classroom or in a child's home environment as a result of a Head Start enhancement. It also suggests ways to measure these classroom- and family-level intermediate outcomes.

INTERMEDIATE OUTCOMES

"Intermediate" outcomes are outcomes affected by the enhancement prior to its influencing child outcomes. Intermediate outcomes are the presumed conduits through which the Head Start enhancement affects child outcomes. Intermediate outcomes are global measures reflecting characteristics or conditions of the center, classroom, or family environment that are likely to change due to the enhancement. Intermediate outcomes are also theorized to predict child outcomes. Thus, it is through changes in intermediate outcomes resulting from implementing a Head Start enhancement that children are presumed to be affected by the enhancement.

In this section, we consider measures of classroom, teacher, center, and parent or family intermediate outcomes. For example, intermediate outcomes germane to teacher- and classroom-focused enhancements include changes in the classroom environment or teaching practices that result from the teacher- or classroom-focused enhancement. Intermediate outcomes germane to a center-level intervention—(for example, management training of Head Start directors) include subsequent changes in center operations and management practices that result from the center-focused enhancement. If teacher- or classroom-level outcomes also change as a result of the center-focused enhancement, then an evaluation of a center-focused enhancement should plan to measure these classroom-level intermediate outcomes as well. Intermediate outcomes relevant to a parent- or family-level enhancement—for example, educating parents on activities and parent-child interactions that support children's language development and literacy—include subsequent changes in parenting behavior and other aspects of the child's home environment that result from the family-focused enhancement.

Appendix Table B.12 includes intermediate outcome measures used in FACES, the QRCs, and the HSIS as these measures are among the most recent and most relevant to Head Start programs and families. Intermediate outcome measures suggested by the project's Technical Work Group members are also included in the table. Specifically, Table B.12 includes intermediate outcomes related to program management, classroom environment quality, classroom activities, assessment methods, teacher-child interaction, teacher knowledge, teacher rating of classroom behaviors, family outcomes, parent outcomes, parenting outcomes, parent-child relationships, and home environment. For presentation here, we have grouped measures by whether they are focused on program staff members, classroom quality, and teacher behavior or whether they are focused on parents and the quality of the home environment.

Staff Knowledge and Skills, Teacher Behavior, and Classroom Quality

Staff Knowledge and Skills. Several promising quality enhancement initiatives focus on changing the classroom environment and teacher-child interactions. However, a wide range of promising quality enhancements target domains other than classroom quality. One of these areas of interest is staff knowledge and skills. An intervention in this area could vary the type or level of training of Head Start staff. If the intervention strengthens staff knowledge and skills, there is potential for impacts on child outcomes. Appropriate measures would gather information on the early childhood beliefs and knowledge of Head

Start staff. Program management interventions focused on improving directors' or coordinators' skills fall into this area. Head Start staff—such as teachers, education coordinators, health coordinators, and program directors—have varying levels of early childhood experience, knowledge, and skills. Therefore, staff interviews or self-administered questionnaires would capture information across several domains, among them, beliefs about developmentally appropriate practices, early childhood development knowledge, early childhood instruction knowledge, child assessment knowledge, and classroom or program management skills.

Measures of staff knowledge and skills are limited in comparison to measures of classroom quality. Reliable measures of staff knowledge and skills may not yet exist. Particularly in the case of new quality initiatives, measures of teacher knowledge and behavior may not yet have reliable measures. For example, the evaluations of Early Reading First and the Even Start CLIO evaluation struggled to identify measures of language and literacy aspects of the classroom environment and teacher behavior. Information about teacher knowledge and attitudes, however, can be collected through staff interviews or self-administered questionnaires.

Existing measures of staff knowledge and beliefs include teacher interviews developed for the FACES and PCER studies. Beliefs about developmentally appropriate practices are captured through items that focus on how children should be taught and managed—for instance, children's level of autonomy, teachers' philosophies of incentives/punishment, children's level of classroom involvement, and teacher self-efficacy. In addition, it is important to collect information on classroom or program management skills and any special training in these areas.

The QRC project that focused on using assessment as a program improvement mechanism includes a staff survey called the "Early Childhood Work Environment Survey" (Jorde-Bloom 1996). The FACES 2003 study now uses the support subscale of the Policy and Program Management Inventory (Lambert 2002; Lambert et al. 1999a, 1999b), which is designed to measure teacher satisfaction with the management climate of their Head Start center. Intermediate outcome measures in this area focus on staff communication, feelings that staff have about whether managers are responsive and supportive of their ideas, and generally how satisfied they are with their job and their managers.

Teacher Behavior. Many of the proposed enhancement initiatives are focused on changing what teachers do with children during the Head Start day. Intermediate outcome measures in this area include measures of teacher-child interaction, inventories of the range of classroom activities, and reviews of lesson plans. The measures vary as to the level of information they provide, with teacher-child interactions providing microlevel information about the type and quality of teacher-child interactions, inventories of classroom activities providing more general information about what teachers do with children, and lesson plan reviews providing information about what teachers intend to accomplish with children in a given week or on a given day. Among the three areas, the area of teacher-child interactions contains more measures to choose from than do the other two areas. Evaluators also must

determine whether inventories of classroom activities and reviews of lesson plans are more suitable as fidelity measures or as intermediate outcome measures.

In the area of assessing the type, quality, and frequency of teacher-child interactions, the Observational Record of the Caregiving Environment (ORCE; NICHD Research Network 1996), the Child-Caregiver Observation System (C-COS; Boller and Sprachman 1998; a streamlined adaptation of the ORCE), and the Adult Involvement Scale (Howes and Stewart 1987) provide child-focused data collected during alternating observation and recording periods over the course of an observation lasting between two and four hours.[2] These measures were developed because researchers hypothesized that classroom- or setting-level measures are not sensitive enough to capture variations in the quality of the experience of individual children. By choosing one child or a few children to observe in relation to the teachers, the resulting measure provides a detailed account of the frequency and quality of teacher interaction with focus children. These types of measures assess enhancements targeting change at the teacher-child interaction level.

One challenge related to using intensive teacher-child interactions measures in a large-scale study is that they require a great deal of training and reliability testing resources. The training tapes used as part of the NICHD study have not been available to researchers outside the research network, so any study attempting to use that measure would have to develop training and reliability testing tapes. The C-COS training and reliability testing tapes are available to researchers, but the tapes include examples of settings for children two and three years old. In order to use the C-COS with older children, tapes of preschool interactions would have to be developed. The types of behaviors assessed by the C-COS are narrower than those assessed by the ORCE and are primarily in the area of teacher talk to the focus child and child interactions with materials. The Adult Involvement Scale has videotaped training materials and the authors are developing a revised version with additional training resources. Inter-rater reliability is established using live testing.

The Arnett Caregiver Interaction Scale (CIS, Arnett 1989) is a widely used measure of teacher sensitivity, harshness, punitiveness, and detachment. It is usually conducted by focusing on one teacher and rating aspects of the teacher's interaction with all children. The measure, which can easily be administered as part of a broader quality observation, yields high levels of inter-rater reliability with modest training time (two hours of lecture and item-by-item review followed by a practice observation). One challenge is that it does not produce a great deal of variability in scores (Boller 2003); recently researchers have reported that it is less powerful than other measures in predicting child outcomes.

[2] The developers of the ORCE recommend two 44-minute observation periods.

Two other types of measures, inventories of teacher activities and reviews of lesson plans, could be used to assess intermediate outcomes. Although a few large-scale studies have used these types of measures, their predictive validity is not clearly documented.[3]

Early Childhood Environment Quality. There are a number of potential intermediate outcome measures to choose from that focus on the quality of children's experiences in early childhood settings. Given that some Head Start programs deliver child development services primarily through care provided in family child care settings, we include measures of quality provided in classrooms and in family child care homes. Generally, the measures in this area are comprehensive, capturing both the frequency of activities and type and number of materials available to children, in addition to ratings of how well the teachers conduct the activities and use the materials. We included measures that have been widely used in national studies, such as the ECERS-R (used in FACES and PCER), the Family Day Care Rating Scale, and the Assessment Profile (used in FACES and PCER). Although the ELLCO focuses on the literacy environment, we included it as a global measure of the classroom environment. The High/Scope Program Quality Assessment (2003) was developed to serve as a measure of the quality of care provided in center-based settings and to provide programs using the High/Scope curriculum with a way to assess fidelity. Evaluators using this measure to assess fidelity should choose a different measure to assess intermediate outcomes.

Global measures of quality require extensive training to meet inter-rater reliability standards. The observations last two to four hours; the time is needed to get a good sample of the activities and review materials in the classroom. Most of the measures have established internal consistency reliability, strong concurrent validity with other measures, and modest to strong correlations with child outcomes (termed "predictive validity").

One of the benefits of including a widely used measure like the ECERS-R to assess intermediate outcomes is that it provides comparability to other studies, perhaps most importantly to FACES. At each of the evaluation stages, evaluators can use as a benchmark comparisons of intermediate classroom quality outcomes with national Head Start data on classroom quality.

Parent Knowledge and Skills, Behavior, and Home Environment Quality

Evaluators will need intermediate outcome measures of parent knowledge and skills, parent behavior with their children, and home environment quality when enhancements are focused on parenting. Among these types of enhancements are family literacy initiatives, and curriculum implementation with a parent education or home environment component.

[3] As part of the FACES study, teachers reported the frequency of 18 different activities (such as computer time and naming colors), but findings on how this measure relates to other measures of classroom quality and to child outcomes have not yet been published.

Parent Knowledge and Skills. Evaluating a quality enhancement initiative focused on parent skills and knowledge may involve varying the level of parent training. For instance, Head Start staff could train parents on developing certain skills. First, Head Start staff would receive training on methods of working with parents to enhance family literacy. Next, Head Start education coordinators or teachers would train parents on specific methods of enhancing literacy, such as dialogic reading techniques. This intervention could potentially change the home environment and behavior of parents with their children.

Methods similar to those described above for assessing teacher knowledge and skills would be used to capture information on parent knowledge and skills—parent interviews or self-administered questionnaires on personal behavior. Measures of parent knowledge and skills are limited in comparison to measures of parent behavior and interaction with children. There are few measures of parent knowledge and skills that have been used in large-scale studies and that have known reliability and validity with low-income parents. FACES includes a scale of parenting control and warmth, in addition to questions about use of household rules and disciplinary practices. Other measures of interest would depend on the type of enhancement under consideration. For instance, for a family literacy enhancement, measures would include what parents know about how often children should be read to and what some strategies are for supporting language development at home. Evaluators could also rate parent skills in targeted areas based on live observations in the home or code them from videotapes.

Parent Behavior. Enhancements focused on changing parent behavior may require intermediate outcome measures of the quality of the parent-child relationship, the type and frequency of parenting activities, or how parents and children spend their time. A parent-focused enhancement that targets increasing parent use of technology to support children's letter-sound correspondence and phonemic awareness (for example, using handheld computer games at home), may indirectly affect reading frequency, talking and singing songs together, and the number of library visits. An enhancement focused on supporting children's verbal expression of emotions rather than acting out may affect parent responsiveness to the child, attentiveness to the child's nonverbal signals of distress or negative affect, and the overall quality of interactions among family members. In these areas, evaluators of enhancements have a somewhat smaller set of measures to choose from with proven reliability and validity in large-scale studies than are available for teacher behavior.

Self-report measures of parenting activities are widely used in large-scale studies because they are easy to administer and have been demonstrated to relate to child outcomes. Most studies of school readiness include an assessment of the extent to which parents read on their own and to their children, as well as how often they conduct a range of other types of activities with them (for example, the FACES parent interview includes questions about the activities parents do with their children that was adapted from the National Household Education Survey). Time use diaries and interviews also provide information about the types of activities parents and children do together. The predictive validity of these measures is not well established. Often these types of measures are used descriptively by

researchers, while other more fine-grained measures of parent-child interaction are used to predict child outcomes.

Home Environment Quality. As described in the examples above, parent-focused enhancements may lead to changes in the quality of the home environment, such as the addition of children's books in the home and changes in the tone of parent-child interactions. The HOME (Caldwell and Bradley 1986) and its adaptations are the most widely used measures of home environment quality and have demonstrated reliability and validity. The CHAOS (Matheny et al. 1995) is a parent-report measure of the home environment that focuses on the extent of disorganization and confusion in a number of areas. The HOME has various versions, including one with fewer observation items.

MODERATORS: PROGRAM IMPACTS MAY VARY IN DIFFERENT SUBGROUPS AND IN DIFFERENT PROGRAM CONTEXTS

In this section, we briefly review measures that may be considered for inclusion as "moderators" of the impacts of Head Start enhancements. We first define "moderator" variables and describe how moderators are used in experimental analyses. We then describe moderators that represent (1) subgroups of children for whom impacts may differ, and (2) program characteristics that are related to impacts that are found, and that could be considered for use in evaluations of Head Start quality enhancements.

What Is a Moderator?

A "moderator" refers to a variable, Z, that affects the direction and/or strength of the relation between two other variables, X and Y (Baron and Kenny 1986). "Moderation implies that the causal relation between two variables changes as a function of the moderator variable" (Baron and Kenny 1986; p. 1174).

Moderators in an experimental program evaluation must reflect conditions before random assignment. Otherwise, the enhancement may affect the moderator itself, and our ability to assess the conditional role played by the moderator is compromised. In experimental evaluations, a moderator is typically conceptualized as a subgroup (or categorical) variable, such that the direction and/or magnitude of the impact of program X on outcome Y differs in each subgroup. For example, if a Head Start program enhancement—say, a classroom-based social skills training curriculum—affects girls more favorably than boys, then we say that child gender *moderated* the impact of this Head Start enhancement on children. A moderator can also be conceptualized as an interval-level (or continuous) variable, in which the relation between program X and outcome Y differs at each incremental unit change in the moderator. For example, if a Head Start program enhancement—say, a classroom-based literacy curriculum—shows increasingly positive child outcomes for each additional year of teachers' educational attainment, then we say that teachers' education level *moderated* the impact of this Head Start enhancement on children.

The above examples illustrate moderators of a given enhancement, in a given site (*within*-site moderators). Moderators can also be study- or site-specific characteristics or

conditions (as they exist before random assignment) associated with different patterns of program impacts found across sites (*across*-site moderators). For example, if programs in an evaluation vary in their level of implementation of the enhancement, researchers can examine impacts by level of implementation (fully implemented versus not fully implemented). If the group of programs that were fully implemented have larger impacts than the other group of programs, evaluators can conclude that implementation is associated with impacts, but, because programs were not randomly assigned to a given level of implementation, they cannot conclude that full implementation caused the larger impacts.

Selecting Moderator Constructs and Measures

What variables are likely to operate as moderators of the impacts of Head Start enhancements? That is, in what key subgroups of children, and for Head Start programs with what characteristics, might we anticipate differential impacts? Like constructs reflecting child outcomes and intermediate outcomes, constructs conceptualized to be moderators of a Head Start enhancement's impacts on children should be grounded in a logic model specifying how and why impacts might be conditional on child, parent, program, or site characteristics.

With respect to subgroups of children that may be differentially affected by the enhancement, a compensatory perspective suggests that children at greatest risk may benefit most from a Head Start enhancement. On the other hand, a risk perspective suggests that children and/or families with many or severe risks may be less able—compared with their lower risk peers in the enhancement group—to mobilize and benefit from the enhancement because of a limited ability to supplement Head Start activities with related experiences or activities in the home. "Risks" can reflect limited:

- Time (for example, children with full-time employed mothers may not benefit as much from a family-focused enhancement as children with part-time employed mothers)
- Social capital (for example, children with few supportive adults may not benefit as much from a family-focused enhancement as children with many supportive adults in their lives; alternatively, the Head Start enhancement may benefit children with fewer supportive adults by compensating for them)
- Human capital (for example, children with less educated parents may benefit more from a classroom-based enhancement than children with more educated parents because it compensates for a lack of cognitive stimulation at home)
- Material resources (for example, children in families with fewer resources for educationally-stimulating materials may not benefit as much as children in families with more resources)
- Psychological resources (for example, children with depressed mothers may not benefit as much as children with mothers who are not depressed)

Appendix Table B.13 lists family, parent, and child characteristics from FACES that may be used to categorize children at various levels of risk. This list includes measures of children's developmental outcomes; evaluation designs that collect data on child outcomes prior to random assignment allow evaluators to assess whether the enhancement was more or less effective for, say, children with developmental delays versus children who do not have a delay. In addition, because program evaluators are often interested in whether program impacts differ for children, parents, or families with various demographic characteristics (for example, parent's age, race/ethnicity, child gender), demographic characteristics not necessarily reflective of risk are also included in this list.

With respect to program characteristics that might moderate enhancement impacts, one can think in terms of conditions that support or diminish the effectiveness of the enhancement. For example, program impacts may be larger in Head Start programs with a greater percentage of classroom staff with degrees in early childhood, with a greater percentage of classroom staff holding favorable views of the enhancement, or with a greater percentage of center directors with management training. Appendix Table B.14 lists a set of program and teacher characteristics from the Program Information Report (PIR), an annual report to the Head Start Bureau that Head Start grantees and delegates must complete each year, and FACES that may serve as moderators of enhancement impacts in cross-site impact analyses.

The impacts of the same Head Start enhancement model may also vary in different sites, or geographic locations. (Examples of such site-level moderators include the percent of the population living below the poverty line.)

Moderators must reflect conditions before random assignment. Therefore, moderators can be measured at baseline or, if they reflect static variables like gender or race, at any wave of data collection. This approach provides some flexibility in terms of respondent burden. If administrative records contain valid and reliable measures of moderators (such as gender, race, and disability status), evaluators can lessen respondent burden by obtaining this information from administrative data rather than from surveys.

Because moderators must be measured before random assignment, variables conceptualized as moderators of an enhancement's impacts should be fairly stable or at least not be affected by the enhancement. Otherwise, the interpretation of its role as a moderator may be unclear. For example, while a Head Start enhancement aimed at increasing parents' literacy-related activities with the child may work especially well among parents who have high educational expectations for their child, such expectations may themselves be affected by the Head Start enhancement. If they are, then are parents' pre-enhancement expectations—the moderating variable—still relevant? While researchers can use such malleable pre-random assignment characteristics to conduct subgroup analyses, interpreting the findings would be difficult.

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APPENDIX A

THE HEAD START CHILD OUTCOMES FRAMEWORK AND SUMMARY OF MEASURES BY DOMAINS

THE HEAD START CHILD OUTCOMES FRAMEWORK[1]

LANGUAGE DEVELOPMENT

Listening and Understanding

- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems
- Shows progress in understanding and following simple and multiple-step directions
- Understands an increasingly complex and varied vocabulary* [2]
- For non-English speaking children, progresses in listening to and understanding English*

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions; and for other varied purposes*
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults
- Uses an increasingly complex and varied spoken vocabulary*

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[1] From *The Head Start Bulletin*, Issue No. 76 (2003). Available at [www.headstartinfo.org/publications/hsbulletin76/hsb76_09.htm]

[2] Asterisks indicate the four domain elements and nine indicators that are legislatively mandated.

- Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity
- For non-English speaking children, progresses in speaking English*

LITERACY

Phonological Awareness

- Shows increasing ability to discriminate and identify sounds in spoken language
- Shows growing awareness of beginning and ending sounds of words
- Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems
- Shows growing ability to hear and discriminate separate syllables in words
- Associates sounds with written words, such as awareness that different words begin with the same sound*

Book Knowledge and Appreciation*

- Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry
- Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children
- Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story
- Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator

Print Awareness and Concepts

- Shows increasing awareness of print in classroom, home, and community settings
- Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus
- Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message

- Shows progress in recognizing the association between spoken and written words by following print as it is read aloud
- Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces*

Early Writing

- Develops understanding that writing is a way of communicating for a variety of purposes
- Begins to represent stories and experiences through pictures, dictation, and in play
- Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers
- Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name

Alphabet Knowledge

- Shows progress in associating the names of letters with their shapes and sounds
- Increases in ability to notice the beginning letters in familiar words
- Identifies at least 10 letters of the alphabet, especially those in their own name*
- Knows that letters of the alphabet are a special category of visual graphics that can be individually named*

MATHEMATICS

Number and Operations*

- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity
- Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways
- Develops increasing ability to count in sequence to 10 and beyond
- Begins to make use of one-to-one correspondence in counting objects and matching groups of objects
- Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer than, and equal to
- Develops increased abilities to combine, separate, and name "how many" concrete objects

Geometry and Spatial Sense

- Begins to recognize, describe, compare, and name common shapes, their parts, and attributes
- Progresses in ability to put together and take apart shapes
- Begins to be able to determine whether two objects are the same size and shape
- Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size
- Builds an increasing understanding of directionality, order, and position of objects and of words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.

Patterns and Measurement

- Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of material.
- Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size
- Begins to make comparisons between several objects based on a single attribute
- Shows progress in using standard and nonstandard measures for length and area of objects

SCIENCE

Scientific Skills and Methods

- Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships
- Develops increased ability to observe and discuss common properties, differences, and comparisons between objects and materials
- Begins to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations
- Develops growing abilities to collect, describe, and record information through a variety of means including discussion, drawings, maps, and charts
- Begins to describe and discuss predictions, explanations, and generalizations based on past experience

Scientific Knowledge

- Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes
- Expands knowledge of and respect for their bodies and the environment
- Develops growing awareness of ideas and language related to attributes of time and temperature
- Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships

CREATIVE ARTS

Music

- Participates with increasing interest and enjoyment in a variety of music activities including listening, singing, finger plays, games, and performances
- Experiments with a variety of musical instruments

Art

- Gains ability in using different art media and materials in a variety of ways for creative expression and representation
- Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic
- Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects
- Begins to understand and share opinions about artistic products and experiences

Movement

- Expresses through movement and dancing what is felt and heard in various tempos and musical styles
- Shows growth in moving in time to different patterns of beat and rhythm in music

Dramatic Play

- Participates in a variety of dramatic play activities that become more extended and complex

- Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations

SOCIAL AND EMOTIONAL DEVELOPMENT

Self-Concept

- Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences
- Develops growing capacity for independence in a range of activities, routines, and tasks
- Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments

Self-Control

- Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property
- Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions
- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully

Cooperation

- Increases abilities to sustain interactions with peers by helping, sharing, and discussion
- Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers
- 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

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults
- Shows progress in developing friendships with peers
- Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others

Knowledge of Families and Communities

- Develops ability to identify personal characteristics, including gender and family composition
- Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures
- Develop growing awareness of jobs and what is required to perform them
- Begins to express and understand concepts and language of geography in the contexts of the classroom, home, and community

APPROACHES TO LEARNING

Initiative and Curiosity

- Chooses to participate in an increasing variety of tasks and activities
- Develops increased ability to make independent choices
- Approaches tasks and activities with increased flexibility, imagination, and inventiveness
- Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks

Engagement and Persistence

- Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences
- Demonstrates increasing ability to set goals and develop and follow through on plans
- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions

Reasoning and Problem Solving

- Develops increasing ability to find more than one solution to a question, task, or problem
- Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults
- Develops increasing abilities to classify, compare and contrast objects, events, and experiences

PHYSICAL HEALTH AND DEVELOPMENT

Fine Motor Skills

- Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer
- Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors
- Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paint brushes, and various types of technology

Gross Motor Skills

- Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping
- Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing

Health Status and Practices

- Progresses in physical growth, strength, stamina, and flexibility
- Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness
- Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting
- Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities

Table A.1. List of Child Outcome Measures by Head Start Child Outcomes Framework Domains and Domain Elements

Measure	Language Development		Literacy				Mathematics			Science		Creative Arts				Social & Emotional Development					Approaches to Learning			Physical Health & Development		
	Listening & Understanding	Speaking & Communicating	Phonological Awareness	Book Knowledge & Appreciation	Print Awareness & Concepts	Early Writing	Alphabet Knowledge	Number & Operations	Geometry & Spatial Sense	Patterns & Measurement	Scientific Skills & Methods	Scientific Knowledge	Music	Art	Movement	Dramatic Play	Self-Concept	Self-Control	Cooperation	Social Relationships	Knowledge of Families & Communities	Initiative & Curiosity	Engagement & Persistence	Reasoning & Problem Solving	Fine Motor Skills	Gross Motor Skills	Health Status & Practices
Attribution Bias Questionnaire																			X	X							
Batería Woodcock-Muñoz Pruebas de Aprovechamiento, Identificación de Letras y Palabras					X		X																				
Bateria Woodcock-Muñoz Pruebas de Aprovechamiento-Revisada, Dictado Test						X	X																		X		
Bateria Woodcock-Muñoz Pruebas de Aprovechamiento-Revisada, Problemas Aplicados								X																			
Behavior Assessment System for Children (BASC-2)																		X	X	X			X				
California Preschool Social Competency Scale																			X	X			X				
Caregiver-Teacher Report Form (C-TRF)																	X	X	X	X			X				
Child Behavior Checklist for Ages 1½ -5 (CBCL/1½ - 5)-Parent Report																	X	X	X	X			X				
Child Health Record Review, including Hospitalizations, Illnesses, Health Problems, Growth, Dates of Physical Examinations, Dental Screenings, Immunizations, and Nutrition Information																											X
Children's Behavior Questionnaire (CBQ)-Mother Report																		X	X	X							
Children's Behavior Questionnaire (CBQ)-Caregiver Report																		X		X			X				
Child's Adaptive Language Inventory	X	X																									
Color Names and Counting								X																			
Counting Blocks								X																			
Delay of Gratification																		X									

Table A.1 *(continued)*

Measure	Language Development		Literacy					Mathematics			Science		Creative Arts				Social & Emotional Development					Approaches to Learning			Physical Health & Development		
	Listening & Understanding	Speaking & Communicating	Phonological Awareness	Book Knowledge & Appreciation	Print Awareness & Concepts	Early Writing	Alphabet knowledge	Number & Operations	Geometry & Spatial Sense	Patterns & Measurement	Scientific Skills & Methods	Scientific Knowledge	Music	Art	Movement	Dramatic Play	Self-Concept	Self-Control	Cooperation	Social Relationships	Knowledge of Families & Communities	Initiative & Curiosity	Engagement & Persistence	Reasoning & Problem Solving	Fine Motor Skills	Gross Motor Skills	Health Status & Practices
Early Math Skills Conocimiento Básicos de Matemáticas								X X																			
Expressive One Word Picture Vocabulary Test-III (EOWPVT-III); Selected Items		X																									
Family Health Care, including Overall Health, Ongoing Care, Birthweight, and Health Habits																											X
Father-Child Interaction for the Three-Bag Task																		X		X							
Friends or Foes?																				X							
Friendship Interaction Coding																			X	X							
Health Education, including Child Health Practices at Head Start, Health Topics Discussed at Home, and Child Health Practices at Home																											X
Height and Weight																											X
Howes Peer Play Observation Scale (modified by FACES Research Team)																X		X	X	X							
Leiter-Revised Attention and Memory Domains Battery, Attention Sustained Subtest (adapted)																							X				
Leiter International Performance Scale-Revised, Attention Sustained and Examiner Rating Scale, Sociability																							X				
McCarthy Draw-A-Design Task from the McCarthy Scales of Children's Abilities McCarthy Draw-A-Design Task from the McCArthy Scales of Childrens' Abilities-Spanish																									X X		
Parent-Child Interaction for the Play Doh Task																		X		X							

Table A.1 *(continued)*

Measure	Language Development		Literacy					Mathematics			Science		Creative Arts				Social & Emotional Development				Approaches to Learning			Physical Health & Development		
	Listening & Understanding	Speaking & Communicating	Phonological Awareness	Book Knowledge & Appreciation	Print Awareness & Concepts	Early Writing	Alphabet knowledge	Number & Operations	Geometry & Spatial Sense	Patterns & Measurement	Scientific Skills & Methods	Scientific Knowledge	Music	Art	Movement	Dramatic Play	Self-Concept	Self-Control	Cooperation	Social Relationships	Knowledge of Families & Communities	Initiative & Curiosity	Engagement & Persistence	Reasoning & Problem Solving	Fine Motor Skills	Gross Motor Skills	Health Status & Practices
Parent-Child Interaction Task (Mother/Father/Other Adult)																		X		X							
Peabody Picture Vocabulary Test-III	X																										
Picture Naming Individual Growth and Development Indicator (IGDI)		X																									
Playmate Questionnaire																			X	X							
Pre-LAS 2000 Oral Language Component, Exhibición de Arte (adapted)		X																									
Pre-LAS 2000 Oral Language Component, Simon Says	X																										
Pre-LAS 2000 Oral Language Component, Tío Simon	X																										
Preschool Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP) Blending Task			X																								
Preschool Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP) Elision Task			X																								
Preschool Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP) Ellision (Spanish)			X																								
Preschool Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP) Print Awareness Subtest					X		X																				
Preschool Language Scale-IV (PLS-IV) Auditory Comprehension Subscale	X																										
Preschool Learning Behavior Scale (PLBS)																	X					X	X				
Social Competence and Behavior Evaluation (SCBE-30)																	X	X	X	X							
Social Problem-Solving Test Revised																			X					X			
Social Skills Rating System - Parent																		X	X								

Table A.1 *(continued)*

Measure	Language Development		Literacy					Mathematics			Science		Creative Arts				Social & Emotional Development					Approaches to Learning			Physical Health & Development		
	Listening & Understanding	Speaking & Communicating	Phonological Awareness	Book Knowledge & Appreciation	Print Awareness & Concepts	Early Writing	Alphabet knowledge	Number & Operations	Geometry & Spatial Sense	Patterns & Measurement	Scientific Skills & Methods	Scientific Knowledge	Music	Art	Movement	Dramatic Play	Self-Concept	Self-Control	Cooperation	Social Relationships	Knowledge of Families & Communities	Initiative & Curiosity	Engagement & Persistence	Reasoning & Problem Solving	Fine Motor Skills	Gross Motor Skills	Health Status & Practices
Social Skills Rating System-Teacher																	X	X	X	X							
Story and Print Concepts	X			X	X																						
Story and Print Concepts-Spanish	X			X	X																						
Test de Vocabulario en Imagenes Peabody (TVIP)	X																										
Test of Early Reading Ability-3rd Edition (TERA-3)				X	X		X																				
Test of Language Development-Primary-Third Edition (TOLD P:3): Grammatical Understanding	X																										
Test of Language Development-Primary-Third Edition (TOLD P:3): Phonemic Analysis			X																								
Woodcock Johnson III Tests of Achievement-Applied Problems Test								X																			
Woodcock Johnson-III Tests of Achievement: Letter-Word Identification					X		X																				
Woodcock-Johnson III Tests of Achievement, Standard and Extended Battery, Oral Comprehension	X	X																									
Woodcock-Johnson III Tests of Achievement, Standard and Extended Battery, Spelling Test						X	X																		X		
Woodcock-Johnson Revised Tests of Achievement Applied Problems Subtest								X																			
Woodcock-Johnson Revised Tests of Achievement-Dictation Test						X	X																		X		
Woodcock-Johnson III Tests of Achievement -Letter-Word Identification Test					X		X																				

Table A.1 (*continued*)

Measure		Language Development		Literacy					Mathematics			Science		Creative Arts				Social & Emotional Development						Approaches to Learning			Physical Health & Development		
		Listening & Understanding	Speaking & Communicating	Phonological Awareness	Book Knowledge & Appreciation	Print Awareness & Concepts	Early Writing	Alphabet knowledge	Number & Operations	Geometry & Spatial Sense	Patterns & Measurement	Scientific Skills & Methods	Scientific Knowledge	Music	Art	Movement	Dramatic Play	Self-Concept	Self-Control	Cooperation	Social Relationships	Knowledge of Families & Communities	Initiative & Curiosity	Engagement & Persistence	Reasoning & Problem Solving	Fine Motor Skills	Gross Motor Skills	Health Status & Practices
Woodcock-Johnson Psycho-Educational Battery Revised Incomplete Words Subtest			X	X																								
Woodcock-Johnson Psycho-Educational Battery-Revised; Memory for Sentences Subtest		X																										
Woodcock-Johnson Psycho-Educational Battery-Revised Picture Vocabulary Subtest			X																									

Table A.2. List of Additional Child Outcome Measures Classified by Head Start Child Outcomes Framework Domains

Measure	Language Development	Literacy	Mathematics	Science	Creative Arts	Social & Emotional Development	Approaches to Learning	Physical Health & Development
Behavior Problems Scale also referred to as Classroom Conduct Problems						X		
Child Behavior Problems Index						X		
Child Observation Record (COR)		X	X		X	X	X	
Cooperative Classroom Behavior also referred to as Social Skills						X		
Parent Report of Child's Emerging Literacy (Parent Emergent Literacy Scale)								
Social Awareness Tasks	X							
Social Skills and Positive Approach to Learning						X		
Teacher-Child Report	X					X		
Your Child's Accomplishments		X						

APPENDIX B

SUPPLEMENTAL TABLES AND FINAL MEASURES COMPENDIUM

Table B.1. Language Development

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
LISTENING AND UNDERSTANDING							
Child's Adaptive Language Inventory Feagans, Fendt, & Farran (1995)	Teacher questionnaire that assesses the following six dimensions of the child's adaptive language; language comprehension; language expression; re-phrasing ability; spontaneity; listening ability; and fluency. Teachers complete 18, 5-point scales. NICHD Information Some items were reworded (simplified) for clarity. Items were reworded to create two sections: Language directed towards adults and language directed to other children **Ages**: 54 Months (NICHD) **Language**: English (NICHD)	NICHD	Not Available	Publisher Information **Internal Consistency:** 1 for overall scale; 1 for subscales **Split-Half:** Not Available **Test-Retest:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	NICHD Information **Personnel:** Trained research assistants **Training:** Teacher questionnaire. Research assistants are trained in conducting preschool visits and providing instructions to teachers on how to complete the scale. **Administration & Scoring Time:** Not Available	NICHD: 2
Peabody Picture Vocabulary Test-III Dunn, L. M. & Dunn, L. M. (1997)	Direct child assessment of receptive vocabulary of standard English. Children are asked to select one of four pictures that best shows the meaning of each word. Scores are based on the number of words whose meanings are correctly identified. FACES Information Twelve sets each consisting of 12 items (total 144 items) as well as the Adapted Research Version A consisting of 4 sets of 12 items each (total of 48 items) were used. CLIO Information An abbreviated version of the PPVT-IIIA is used. All children are administered a core set of 14 items. Depending upon the child's performance, either a basal (8 items) or ceiling (10 items) set is administered or the section is ended. NRS Information Item Response Theory (IRT) analysis used to develop a version in which all children receive 24 items that represent an appropriate range of item difficulties for the Head Start child population. HSIS Information The Head Start Impact Study has employed an adapted 40-item version of the PPVT-III, shortened from the original 144-item	FACES CLIO NRS HSIS PCER TPK	1	Publisher Information **Inter-Rater:** 3 **Internal Consistency:** 1 **Split-Half:** 1 **Test-Retest:** 1 FACES Information **Internal Consistency:** 1 **Test-Retest:** 1 NRS Information **Internal Consistency**: 1 **Test-Retest:** 1 HSIS Information **Internal Consistency:** 1 **Test-Retest:** 1	Publisher Information **Concurrent:** 1 **Predictive:** 3 FACES Information **Concurrent:** 1 **Predictive:** 1 NRS Information **Predictive:** 1 PCER Information **Concurrent:** 1 **Predictive:** 1	Publisher Information **Personnel:** Trained professional **Training:** Advanced level training needed to administer and score **Administration & Scoring Time:** 10-15 minutes FACES Information **Personnel:** Trained paraprofessional **Training:** Study manual and become thoroughly familiar with administration, basal and ceiling, and scoring rules (2 hours) **Administration & Scoring Time:** 8-10 minutes with simultaneous scoring	Publisher: 2 FACES: 1

Table B.1 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
LISTENING AND UNDERSTANDING							
	instrument using IRT methods. In HSIS, the Adapted Research Version A consists of 4 sets of 10 items each. **Ages:** 2.6-90+ year-olds (Publisher); 3-5-year-olds (FACES, CLIO, PCER, TPK, HSIS,); 4-5-year-olds (NRS, PCER); 4-year-olds (TPK) **Language**: English (FACES, CLIO, HSIS, NRS)						
Pre-LAS: 2000 Oral Language Component Duncan & De Avila (1985)	Direct child assessment administered to determine if the child has sufficient English-language skills to be assessed in English. The subscales include; Simon Says, Art Show and the Human Body, Say What You Hear, and Let's Tell Stories. For Simon Says, 10 items assess a child's listening comprehension through following directions. The Art Show & the Human Body sections, each containing 10 items, evaluate the child's ability to produce oral vocabulary and verb phrases at an appropriate level of development. Say What You Hear contains 10 items measuring the child's ability to repeat specific morphological and syntactic features, and the ability to demonstrate internalized command of grammatical constructions. The Let's Tell Stories consists of 2 stories and evaluates a child's ability to produce complete sentences, ability to retell simple stories with picture cues and the ability to be understood by adults. **Ages**: Infancy-6-year-old (Publisher); 4-year-olds (ERF) **Language:** English & Spanish (ERF)	ERF	1	Publisher Information **Inter-Rater:** 1 **Internal Consistency:** 1 **Split-Half:** 3 **Test-Rest:** 1	Publisher Information **Concurrent:** 3 **Predictive:** 3	Publisher Information **Personnel:** Trained assessors **Training:** Assessors should be familiar with assessment either through a workshop or self-instruction and practice. Also individuals scoring the Let's Tell Stories must obtain a reliability of 90% or higher before independently scoring assessments. **Administration & Scoring Time:** Oral language: 10-15 minutes; Pre-Literacy: 5-10 minutes ERF Information **Personnel:** Trained child assessors **Training:** Description not provided **Administration & Scoring Time:** Oral language**:** 10-15 minutes; Pre-Literacy: 5-10 minutes	Publisher: 1
Pre-LAS 2000 Oral Language Component, Simon Says Duncan, S. E. & De Avila, E. A. (1998) **Pre-LAS 2000 Oral Language Component, Tío Simon**	Direct assessment of child's ability to recognize and follow 10 simple one step commands, as in the game "Simon Says" (e.g., Simon Says touch your ear). The vocabulary words refer to parts of the body and items that would be found in the home and preschool environment. Simon Says tests receptive language (listening) skills and the ability to follow simple oral instructions through total physical responses. The instructions are given in simple phrases. Simon Says is one of the 5 parts of the Oral Language Component.	FACES NRS	1	Publisher Information **Inter-Rater:** 3 **Internal Consistency:** 1 **Split-Half:** 3 **Test-Retest:** 3 FACES Information **Inter-Rater:** 3 **Internal Consistency:** 3 **Split-Half:** 3 **Test-Retest:** 3	Publisher Information **Concurrent:** 3 **Predictive:** 3 FACES Information **Concurrent:** 3 **Predictive:** 3 NRS Information **Internal Consistency**: 1 Prel AS Tío Simón	Publisher Information **Personnel:** Proficient speaker of English, should be qualified to work with 4-6 year old children **Training:** Should be familiar with all aspects of the test administration either through a workshop or through self-instruction and practice **Administration & Scoring Time:** 10-15 minutes FACES Information **Personnel:** Trained	Publisher & FACES: 1

Table B.1 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
LISTENING AND UNDERSTANDING							
	FACES Information The Pre-LAS Simon Says in conjunction with the Pre-LAS Art Show are used to develop rapport with English speakers. For English language learners, these two tasks serve as a language screener. If children are unable to meet the minimum number of correct responses then, depending upon their native language, they are either routed to the Spanish assessment or the assessment is terminated. The Spanish version, Tío Simón is a direct translation of English. In FACES, the Tío Simón and Exhibición de Arte are used to build rapport with Spanish-speaking children and to ensure that children are sufficiently proficient in Spanish to continue with the assessment. **Ages:** 3-5-year-olds (FACES), 4-5-year-olds (NRS) **Language:** English & Spanish (FACES, NRS)			NRS Information **Internal Consistency**: 1 PreLAS Tío Simón Dice Publisher Information **Inter-Rater:** Not Available **Internal Consistency**: Not Available **Split-Half:** Not Available **Test-Retest:** Not Available NRS information **Internal Consistency**: 1 English test with Spanish speakers; 1 English test with other language speakers; 1 Spanish test	Dice Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** **Split-Half:** Not Available **Test-Retest:** Not Available NRS Information **Internal Consistency:** 1 English test with Spanish speakers; 1 English test with other language speakers; 1 Spanish test	paraprofessional **Training:** 15 minutes and knowledge of what are acceptable **Administration & Scoring Time:** 2.5 minutes with simultaneous scoring	
Preschool Language Scale-IV (PLS-IV) Auditory Comprehension Subscale Zimmerman, Steiner & Pond (2002)	Direct child assessment of receptive and expressive language. The Auditory Comprehension (AC) subscale specifically is used to assess a child's attention to people, sounds, and objects in the environment; play behavior; and comprehension of basic vocabulary, gestures and quantitative, qualitative, and time-sequence concepts, morphological and syntactic structures, inferences, categorization of objects, and phonological awareness. Basal and ceilings are used during administration. The AC contains 61 items that are ordered by increasing difficulty. **Ages:** Infancy-6-year-olds, 11 months (Publisher); 4-year-olds (ERF) **Language:** English & Spanish (ERF)	ERF	1	Publisher Information **Inter-Rater:** 3 **Internal Consistency:** 1 **Split-Half:** 1 **Test-Rest:** 1	Publisher Information **Concurrent:** 1 **Predictive:** 3	Publisher Information **Personnel:** Speech language pathologists, early childhood specialists, psychologists, educational diagnosticians, and other professionals with experience and training in assessment, as well as paraprofessionals. **Training:** Paraprofessional staff can be trained to administer the PLS-4 test tasks and record the child's responses; however, the scoring of the responses and the interpretation of the resulting scores can only be done by a clinician who has training and experience in diagnostic assessment. **Administration & Scoring Time:** 12-15 minutes ERF Information **Personnel:** Trained child assessors	Publisher: 1

Table B.1 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
LISTENING AND UNDERSTANDING							
						Training: Not Available **Administration & Scoring Time:** 12-15 minutes	
Story and Print Concepts, FACES Research Team (2001) Books Include: Goodnight Moon, Brown, M. W. (1947). Where's my Teddy? Alborough, J. (1992) Little Bear's Wish, Minarik, E. H. (1985) **Story and Print Concepts - Spanish**, FACES Research Team (2001) Books Include: Buenas Noches Luna, Brown, M. W. (1947) ¿Dónde está mi Osito Alborough, J. (1992) Los Deseos de Osito, Minarik, E. H. (1985)	Direct assessment of child's emergent literacy and print awareness. A child is handed a children's storybook upside down and backwards. The child must turn it around to put the book upright with the front cover on top. The child is asked a series of questions designed to test his/her knowledge of books. These include questions regarding the location of the front of the book, the point at which one should begin reading, and information relating to the title and author of the book. The child is read the story and is asked basic questions about both the mechanics of reading (print conventions) and the content of the story (comprehension). The print convention questions pertain to children's knowledge of the left-to-right and up-and-down conventions of reading, while the comprehension questions pertain to children's recall of key facts from the story. FACES Information Twelve to thirteen items modified from the Story and Print Concepts tasks in the CAP Early Childhood Diagnostic Instrument (Mason, J. M., & Stewart, J., 1989). CLIO Information This task consisted of 9 items. TPK Information Used only the 1947 books. HSIS Information The task consisted of 7 items. **Ages:** 3-5-year-olds (FACES), 3-4-year-olds (CLIO, HSIS); 4-year-olds (TPK) **Language:** English & Spanish (FACES, CLIO, TPK, HSIS). Bilingual (HSIS)	FACES CLIO TPK HSIS	1	FACES Information **Internal Consistency:** 2 English & Spanish **Test-Retest:** 2	FACES Information **Concurrent:** 3 **Predictive:** 1-2	FACES Information **Personnel:** Trained paraprofessional **Training:** 45 minutes. Follow script and gesturing guidelines **Administration & Scoring Time:** 7 minutes with simultaneous scoring	FACES: 1

Table B.1 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
LISTENING AND UNDERSTANDING							
Test de Vocabulario en Imagenes Peabody (TVIP) Dunn, L.M., Padilla, E.R., Lugo, D.E., & Dunn, L.M. (1986)	Direct assessment of child's receptive vocabulary in Spanish. Children are asked to select one of four pictures that best shows the meaning of each word. Scores are based on the number of words whose meanings are correctly identified. Raw scores are converted to standard scores. If children have an average vocabulary for their age, they would have a standard score of 100. The test was standardized using norming samples drawn in Mexico and Puerto Rico. TVIP has 125 items. NRS Information Item Response Theory (IRT) analysis used to develop a version in which all children receive 24 items that represent an appropriate range of item difficulties for the Head Start child population. HSIS Information The Spanish version of the vocabulary task has been adapted from the Test de Vocabulario en Imagenes Peabody (TVIP). Both the full TVIP and the adapted Impact Study version require that assessors count errors to determine whether a set of basal or ceiling items need to be administered. For the sake of simplicity of administration, IRT analysis has been used to develop a version in which all children receive 24 items that represent an appropriate range of item difficulties for the Head Start child population. Items have also been selected so that they represent five curricular content areas: parts of the human body or their functions; activities of daily living; emotions and feelings; work- or career-related activities; and plants and animals and their habitats. **Ages:** 2:6 – 17:11 year-olds (Publisher); 3-5-year-olds (FACES), 3-4-year-olds (CLIO, HSIS), 4-5-year-olds (NRS), 4-year-olds (TPK) **Language:** Spanish (FACES, CLIO, HSIS, NRS, TPK)	FACES CLIO NRS HSIS TPK	2	Publisher Information **Internal Consistency:** 3 **Split-Half:** 1 **Test-Retest**: 3 FACES Information **Internal Consistency:** 1 **Split-Half:** 3 **Test-Retest:** 3 NRS Information **Inter-Rater**: Not Available **Internal Consistency:** 1 **Split-Half:** 1 **Test-Retest:** 1 HSIS Information **Internal Consistency:** 2	Publisher Information **Concurrent:** 1-2 **Predictive:** 3 FACES Information **Concurrent:** 3 **Predictive:** 3 NRS Information **Concurrent:** 1-2 **Predictive:** 3	Publisher Information **Personnel:** Trained professional **Training:** Advanced level training needed to administer and score **Administration & Scoring Time:** 10-15 minutes FACES Information **Personnel:** Trained paraprofessional **Training:** Formal training in psychometrics is not required; need to be familiar with test materials and well-trained in administering and scoring the test. Must be proficient in correctly pronouncing stimulus words **Administration & Scoring Time:** 10-12 minutes	Publisher: 2 FACES: 1

Table B.1 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
LISTENING AND UNDERSTANDING							
Test of Language Development-Primary-Third Edition (TOLD P:3): Grammatic Understanding Hammill, D.D. & Newcomer, P. L. (1997)	Tests ability to understand sentence meaning, focusing on the syntactic parts of sentences. The child listens to the examiner say the stimulus sentence and selects a picture that matches it. PCER Information "…75 items were randomly selected for inclusion in the first experimental version of the test. After several item analyses, 25 items were retained for the 1977 version of the subtest. For TOLD-P, several confusing or ambiguous items were either deleted or changed in some way. The subtest's content in unchanged in TOLD-P:3." From this it is unclear how many items were used. **Ages:** 4:0 – 8:11 year-olds (Publisher); 3-5-year-olds (PCER) **Language:** English (PCER)	PCER	1	Publisher Information **Internal Consistency**: 1 **Split-Half:** 3 **Test-Retest:** 1	Publisher Information **Concurrent:** 1 **Predictive:** Not Available	PCER Information **Personnel:** Trained paraprofessional **Training:** Not Available **Administration time:** 5-10 minutes	Not Available
Woodcock-Johnson III Tests of Achievement, Standard and Extended Battery, Oral Comprehension Woodcock, R. W., McGrew, K. S., & Mather, N. (2001) Mather, N. & Woodcock, R. W. (2001)	Direct child assessment of oral language measuring the child's ability to comprehend a short audio-recorded passage and then supply the missing word using syntactic and semantic cues. This procedure requires the use of listening, reasoning, and vocabulary abilities. The assessment begins with simple analogies and associations and progresses to more complex passages. **Ages:** 2 through 90+ year-olds (Publisher); 3-4-year-olds (HSIS) **Language:** English (HSIS)	HSIS	1	Publisher Information **Split-Half:** 1 **Test-Retest:** 1	Publisher Information **Concurrent:** Not provided on test level. WJ-ACH correlated .65 with Wiat and .79 with KTEA. **Predictive:** Not Available	HSIS Information **Personnel:** Trained paraprofessionals **Training:** 20 minutes with thorough review of acceptable responses **Administration & Scoring Time:** Approximately 5-8 minutes	HSIS: 1
Woodcock-Johnson Psycho-Educational Battery-Revised; Memory for Sentences Subtest Woodcock & Johnson (1989)	Direct child assessment, which measures the ability to remember and repeat simple words, phrases, and sentences presented auditorily by use of a tape player or, in special cases, by the examiner. In this task, the subject makes use of sentence meaning to aid recall. This test is a measure of short-term memory and, to a lesser extent, comprehension-knowledge. **Age:** 2-90+ year-olds (Publisher); 54 months (NICHD) **Language:** English (NICHD)	NICHD	1	Publisher Information **Inter-Rater:** Not Available **Internal Consistency**: 1 **Split-Half:** 1 **Test-Retest**: 1-2	Publisher Information **Concurrent:** 1 **Predictive:** Not Available	Publisher Information **Personnel:** Trained and experienced assessors. **Training:** Formal training in assessment (college coursework or workshops); Data interpretation – graduate level training in statistics and procedures governing test administration, scoring and interpretation. **Administration & Scoring Time:** Approximately 10 minutes. NICHD Information **Personnel:** Trained research	NICHD: 1

Table B.1 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
LISTENING AND UNDERSTANDING							
						assistants **Training**: Provided in 2 ways – 1. Trainees attend a workshop conducted in Dallas. They are asked to review the manuals for the WJ-R ACH and COG and materials shared at the training. Trainees are also instructed to observe an experienced assessor administer the battery, as well as practice administration themselves. Trainees submit tapes containing 3 administrations, self-monitoring forms, and test records. 2. Trainees are given the Examiner's manual for the WJ-R COG and ACH to read. They are then instructed to observe an experienced assessor administering the battery. Practice with older individuals is encouraged. Trainees submit a videotape of themselves administering the battery, along with a self-monitoring form, and test records. **Administration & Scoring Time:** 25 minutes	

KEY

Norming/research sample: 1 = Normed within past 10 years OR nationally representative/representative of HS population; 2 = Older than 10 years OR not nationally representative of HS population; 3 = None described.

Reliability: 1 = .90 or higher for inter-rater, .70 or higher for others; 2 = Under .90 for inter-rater, Under .70 for others; 3 = None described.

Validity: 1 = .5 or higher for Concurrent, .4 or higher for Predictive; 2 = Under .5 for Concurrent, Under .4 for Predictive; 3 = None described.

Complexity For Use By Non-Researchers: 1 = Administered and scored by a paraprofessional; 2 = Requires either administration or scoring by a professional; 3 = Requires both administration and scoring by a professional.

Table B.1 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
SPEAKING AND COMMUNICATING							
Child's Adaptive Language Inventory Feagans, Fendt, & Farran (1995)	Teacher questionnaire that assesses the following six dimensions of the child's adaptive language: language comprehension; language expression; re-phrasing ability; spontaneity; listening ability; and fluency. Teachers complete 18, 5-point scales. NICHD Information Some items were reworded (simplified) for clarity. Items were reworded to create two sections: Language directed towards adults and language directed to other children. **Ages**: 54 Months (NICHD) **Language**: English (NICHD)	NICHD	Not Available	Publisher Information **Internal Consistency:** 1 for overall scale; 1 for subscales **Split-Half:** Not Available **Test-Retest:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	NICHD Information **Personnel:** Trained research assistants **Training:** Teacher questionnaire. Research assistants are trained in conducting preschool visits and providing instructions to teachers on how to complete the scale. **Administration & Scoring Time:** Not Available	NICHD: 2
Expressive One Word Picture Vocabulary Test-III (EOWPVT-III); Selected items Brownwell (2000)	Direct child assessment of expressive vocabulary skills in children and adults. The child is presented with a series of illustrations that depict an object, action, or concept and asked to name each illustration. The assessment contains a set of 170 full-color test plates ordered in respect to difficulty, and only items within the individual's range of ability need to be administered. A basal of eight consecutive correct responses is established and a ceiling is reached once six consecutive incorrect responses are obtained. **Ages:** 2-18-year-olds, 11 months (Publisher); 4-year-olds (ERF) **Language:** English (ERF)	ERF	1	Publisher Information **Inter-Rater:** 1 **Internal Consistency:** 1 **Split-Half:** 1 **Test-Retest:** 1	Publisher Information **Concurrent:** 1 **Predictive:** 1	Publisher Information **Personnel:** Trained assessors (both with and without prior assessment experience) **Training:** Must be trained by and be under the supervision of a professional familiar with the principles of educational and psychological assessment and interpretation. Prior to administration of the test, the examiner should become thoroughly familiar with the administration and scoring procedures presented in the manual and should conduct several trial administrations. **Administration & Scoring TIme:** Approximately 10-15 minutes to administer and 5 minutes to score. ERF Information **Personnel:** Trained Child Assessors **Training:** Not Available **Administration & Scoring Time:** 10 minutes to administer and 5 minutes to score	Publisher: 1

Table B.1 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
SPEAKING AND COMMUNICATING							
Picture Naming Individual Growth and Development Indicator (IGDI) Early Childhood Research Institute on Measuring Growth and Development (2003)	Direct assessment of child's ability to recognize and name a series of common objects. The picture naming task begins with a series of four practice cards, which the assessor first names for the child and then asks the child to name. If the child is able to name the practice items successfully, the timed portion of the test is administered. The assessor shows the child 50 picture cards, one at a time, and the child is asked to name each one as quickly as possible for one minute. After one minute, the activity ends and the total number of pictures named correctly is recorded. CLIO Information The task is used as an English language screener. Spanish-speaking children who are unable to name practice items and/or 6 or more test items correctly in English are routed to the Spanish battery. **Ages:** 3-4-year-olds (CLIO) **Language:** English and Spanish (CLIO)	CLIO	3	Publisher Information **Inter-Rater:** Not Available **Internal Consistency**: Not Available **Split-Half:** Not Available **Test-Retest:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	CLIO Information **Personnel:** Trained Paraprofessional **Training:** 30 minutes. Familiarity with correct names of objects and ability to rapidly flip cards, monitor time, and record correct number of items. **Administration & Scoring Time**: 2 minutes with simultaneous scoring.	CLIO: 1
Pre-LAS 2000 Oral Language Component Duncan & De Avila (1985)	Direct child assessment administered to determine if the child has sufficient English-language skills to be assessed in English. The subscales include; Simon Says, Art Show and the Human Body, Say What You Hear, and Let's Tell Stories. For Simon Says, 10 items assess a child's listening comprehension through following directions. The Art Show & the Human Body sections, each containing 10 items, evaluate the child's ability to produce oral vocabulary and verb phrases at an appropriate level of development. Say What You Hear contains 10 items measuring the child's ability to repeat specific morphological and syntactic features, and the ability to demonstrate internalized command of grammatical constructions. The Let's Tell Stories consists of 2 stories and evaluates a child's ability to produce complete sentences, ability to retell simple stories with picture cues and the ability to be understood by adults. **Ages**: Infancy-6-year-old (Publisher); 4-year-olds (ERF) **Language:** English & Spanish (ERF)	ERF	1	Publisher Information **Inter-Rater:** 1 **Internal Consistency:** 1 **Split-Half:** 3 **Test-Rest:** 1	Publisher Information **Concurrent:** 3 **Predictive:** 3	Publisher Information **Personnel:** Trained assessors **Training:** Assessors should be familiar with assessment either through a workshop or self-instruction and practice. Also individuals scoring the Let's Tell Stories must obtain a reliability of 90% or higher before independently scoring assessments. **Administration & Scoring Time:** Oral language: 10-15 minutes; Pre-Literacy: 5-10 minutes ERF Information **Personnel:** Trained child assessors **Training:** Not Available **Administration & Scoring Time:** Oral language**:** 10-15 minutes; Pre-Literacy: 5-10 minutes	Publisher: 1

Table B.1 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
SPEAKING AND COMMUNICATING							
Pre-LAS 2000 Oral Language Component, Art Show Duncan, S. E. & De Avila, E. A. (1998)	Direct assessment of child's ability to name or explain the function of 10 common objects (e.g., cup, bee, book, knife) shown in a series of ten pictures. The measure uses graphic stimuli to elicit expressive vocabulary for concrete nouns and semantics. The test administrator points to pictures and asks the child to name the item or tell about its function. Art Show is one of the 5 parts of the Oral Language Component. FACES Information The Pre-LAS Simon Says in conjunction with the Pre-LAS Art Show are used to develop rapport with English speakers. For English language learners, these two tasks serve as a language screener. Based on children's performance and their native language, they are either routed to the Spanish assessment or the assessment is terminated. NRS Information Direct assessment for children with insufficient knowledge of English to receive full assessment and measure progress in learning English among these children. Also included as warm up tasks to establish rapport. **Ages:** 4-6-years (FACES); 4-5-year-olds (NRS) **Language:** English (FACES, NRS)	FACES NRS	1	Publisher Information **Inter-Rater:** 3 **Internal Consistency:** 1 **Split-Half:** 3 **Test-Retest:** 3 FACES Information **Inter-Rater:** 3 **Internal Consistency:** 3 **Split-Half:** 3 **Test-Retest:** 3	Publisher Information **Concurrent:** 3 **Predictive:** 3 FACES Information **Concurrent:** 3 **Predictive:** 3 NRS Information **Predictive:** 2	Publisher Information **Personnel:** Proficient speaker of English, should be qualified to work with 4-6 year old children **Training:** Should be familiar with all aspects of the test administration either through a workshop or through self-instruction and practice **Administration & Scoring Time:** 10-15 minutes FACES Information **Personnel:** Trained paraprofessional **Training:** 15 minutes and knowledge of what are acceptable responses **Administration & Scoring Time:** 2 minutes with simultaneous scoring	Publisher & FACES: 1
Pre-LAS 2000 Oral Language Component, Exhibición de Arte (adapted) Duncan, S. E. & De Avila, E. A. (1998)	Direct assessment of child's ability to name 10 common objects (e.g., cat, glass, airplane, fork) shown in a series of ten pictures. The measure uses graphic stimuli to elicit expressive vocabulary for concrete nouns. The test administrator points to pictures and asks the child to name the item. Art Show is one of the 5 parts of the Oral Language Component. FACES Information Exhibición de Arte has been modified by depicting the common items in a series of ten distinct pictures. **Ages:** 3-5-year-olds (FACES); 4-5-year-olds	FACES NRS	1	Publisher Information **Inter-Rater:** 3 **Internal Consistency:** 1 **Split-Half:** 3 **Test-Retest:** 3 FACES Information **Inter-Rater:** 3 **Internal Consistency:** 3 **Split-Half:** 3 **Test-Retest:** 3 NRS Information	Publisher Information **Concurrent:** 3 **Predictive:** 3 FACES Information **Concurrent:** 3 **Predictive:** 3 NRS Information **Predictive:** 2	Publisher Information **Personnel:** Paraprofessional proficient in Spanish **Training:** Ensure that assessors are familiar with all the aspects of exam administration by means of a seminar or self-instruction and practice. **Administration & Scoring Time:** 10-15 minutes FACES Information **Administration & Scoring Time:** 10-15 minutes **Personnel:** Trained paraprofessional	Publisher & FACES: 1

Table B.1 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
SPEAKING AND COMMUNICATING							
	(NRS) **Language:** Spanish (FACES, NRS)			**Internal Consistency**: 1 English test with Spanish speakers; 1 English test with other language speakers; 1 Spanish test		**Training**: 15 minutes with emphasis on adherence to the script **Administration & Scoring Time:** 2 minutes with simultaneous scoring	
Woodcock-Johnson III Tests of Achievement, Standard and Extended Battery, Oral Comprehension Woodcock, R. W., McGrew, K. S., & Mather, N. (2001) Mather, N. & Woodcock, R. W. (2001)	Direct child assessment of oral language measuring the child's ability to comprehend a short audio-recorded passage and then supply the missing word using syntactic and semantic cues. This procedure requires the use of listening, reasoning, and vocabulary abilities. The assessment begins with simple analogies and associations and progresses to more complex passages. **Ages:** 2-90+ year-olds (Publisher); 3-4-year-olds (HSIS) **Language:** English (HSIS)	HSIS	1	Publisher Information **Internal Consistency:** Not Available **Split-Half:** Not Available **Test-Retest:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	HSIS Information **Personnel:** Trained paraprofessionals **Training:** 20 minutes with thorough review of acceptable responses **Administration & Scoring Time:** approximately 5-8 minutes	HSIS: 1
Woodcock-Johnson Psycho-Educational Battery-Revised; Incomplete Words Subtest Woodcock & Johnson (1989)	Direct child assessment measuring auditory closure using a tape-recorded test. After hearing a recorded word that has one or more phonemes missing, the subject names the complete word. This test is a measure of auditory processing. **Age:** 2-90+ year-olds (Publisher); 54 months (NICHD) **Language:** English (NICHD)	NICHD	1	Publisher Information **Inter-Rater**: Not Available **Internal Consistency**: 1 **Split-Half**: 1 **Test-Retest**: 1-2	Publisher Information **Concurrent**: 1 **Predictive**: Not Available	Publisher Information **Personnel:** Trained and experienced assessors. **Training:** Formal training in assessment (college coursework or workshops); Data interpretation – graduate level training in statistics and procedures governing test administration, scoring and interpretation. **Administration & Scoring Time:** Approximately 10 minutes. NICHD Information **Personnel:** Trained research assistants **Training:** Provided in 2 ways – 1. Trainees attend a workshop conducted in Dallas. They are asked to review the manuals for the WJ-R ACH and COG and materials shared at the training. Trainees are also instructed to observe an experienced assessor administer the battery, as well as practice administration themselves.	Not Available

Table B.1 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
SPEAKING AND COMMUNICATING							
						Trainees submit tapes containing 3 administrations, self-monitoring forms, and test records. 2. Trainees are given the Examiner's manual for the WJ-R COG and ACH to read. They are then instructed to observe an experienced assessor administering the battery. Practice with older individuals is encouraged. Trainees submit a videotape of themselves administering the battery, self-monitoring forms, and test records. **Administration & Scoring Time:** 25 minutes	
Woodcock-Johnson Psycho-Educational Battery-Revised; Picture Vocabulary Subtest Woodcock & Johnson (1989)	Direct child assessment which measures the ability to recognize or to name pictured objects. Six of the beginning items are in a multiple-choice format that requires only a pointing response from the subject. The remaining items require the subject to name familiar and unfamiliar pictured objects. This test is a measure of verbal comprehension or crystallized intelligence. **Age:** 2-90+ year-olds (Publisher); 54 months (NICHD) **Language:** English (NICHD)	NICHD	1	Publisher Information **Inter-Rater**: Not Available **Internal Consistency**: 1 **Split-Half**: 1 **Test-Retest**: 1-2	Publisher Information **Concurrent**: 1 **Predictive:** Not Available	Publisher Information **Personnel:** Trained and experienced assessors. **Training:** Formal training in assessment (college coursework or workshops); Data interpretation – graduate level training in statistics and procedures governing test administration, scoring and interpretation. **Administration & Scoring Time:** Approximately 10 minutes. NICHD Information **Personnel:** Trained research assistants **Training**: Provided in 2 ways – 1. Trainees attend a workshop conducted in Dallas. They are asked to review the manuals for the WJ-R ACH and COG and materials shared at the training. Trainees are also instructed to observe an experienced assessor administer the battery and practice administration themselves. Trainees submit tapes containing 3 administrations, self-monitoring forms, and test records. 2	NICHD: 1

Table B.1 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
SPEAKING AND COMMUNICATING							
						Trainees are given the Examiner's manual for the WJ-R COG and ACH to read. They are then instructed to observe an experienced assessor administering the battery. Practice with older individuals is encouraged. Trainees submit a videotape of themselves administering the battery, self-monitoring forms, and test records. **Administration & Scoring Time:** 25 minutes	

KEY

Norming/research sample: 1 = Normed within past 10 years OR nationally representative/representative of HS population; 2 = Older than 10 years OR not nationally representative of HS population; 3 = None described.
Reliability: 1 = .90 or higher for inter-rater, .70 or higher for others; 2 = Under .90 for inter-rater, Under .70 for others; 3 = None described.
Validity: 1 = .5 or higher for Concurrent, .4 or higher for Predictive; 2 = Under .5 for Concurrent, Under .4 for Predictive; 3 = None described.
Complexity For Use By Non-Researchers: 1 = Administered and scored by a paraprofessional; 2 = Requires either administration or scoring by a professional; 3 = Requires both administration and scoring by a professional.

Table B.2. Literacy

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
PHONOLOGICAL AWARENESS							
Preschool Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP) Blending Task Lonigan, C.J., Wagner R.K., Torgesen, J.K., & Rashotte, C.A. (2002)	Direct assessment of child's ability to combine word parts, such as components of compound words, syllables, and phonemes. The examiner says two words or syllables and asks the child to put them together. In the first part of the test, the child is asked to point to the correct picture that the two sounds make when combined. In the second part of the test, the child is asked to respond verbally without the use of pictures. For example, the assessor asks: What word do these sounds make "cir" (1 second pause) "cle" (correct response: circle). CLIO Information In CLIO, this task consisted of 21 items. **Ages:** 3-4-year-olds (CLIO) **Language:** English	CLIO	3	Publisher Information **Inter-Rater:** Not Available **Internal Consistency**: 1 **Split-Half:** Not Available **Test-Retest:** 2	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	CLIO Information **Personnel:** Trained paraprofessional **Training:** 25 minutes with emphasis on placing a consistent pause between target sounds. Additional discussion on correct verbal responses from children **Administration & Scoring Time**: 8-10 minutes with simultaneous scoring	Publisher: Not Available CLIO: 1
Preschool Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP) Elision Task Lonigan, C.J., Wagner R.K., Torgesen, J.K., & Rashotte, C.A. (2002)	Direct assessment of child's phonemic awareness. This task uses pictures to assist children in determining how the meaning of a word changes when one of its component sounds is taken away. For example, children are shown four pictures (e.g., cow, saw, bee, toe) and asked to repeat a target word (seesaw). The child then is asked to point to the picture of the new word that is created when a portion of the word is omitted (e.g., point to seesaw without see). In the first part of the test, children are asked to point to a picture in response to the question. In the second part of the test, children are asked to respond verbally without the use of the pictures. FACES Information In FACES, this test included 12 items. CLIO Information In CLIO, this test included 18 items. HSIS Information In 2004, this scale included 18 items. **Ages:** 3-5-year-olds (FACES);3-4-year-olds (CLIO, HSIS); 4-year-olds (ERF); 4-5-year-olds (PCER) **Language:** English (FACES, CLIO, HSIS, ERF, PCER)	FACES CLIO HSIS ERF PCER	1	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** 1-2 **Split-Half:** Not Available **Test-Retest:** 1-2 HSIS Information **Internal Consistency:** 1	Publisher Information **Concurrent:** 1 **Predictive:** 1	FACES Information **Personnel:** Trained paraprofessional **Training:** 30 minutes with emphasis on proper and natural pronunciation of words and syllables **Administration & Scoring Time:** 8 minutes with simultaneous scoring	Publisher: Not Available FACES: 1

Table B.2 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
Preschool Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP) Elision (Spanish) Lonigan, C.J., Wagner R.K., Torgesen, J.K., & Rashotte, C.A. (2002)	Direct assessment of child's ability to recognize word parts, such as components of compound words and syllables. **Ages:** 3-5-year-olds (FACES); 3-4-year-olds (HSIS, CLIO) **Language:** Spanish (FACES, HSIS, CLIO)	FACES CLIO HSIS	1	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** Not Available **Split-Half:** Not Available **Test-Retest:** Not Available HSIS Information **Internal Consistency:** 1	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	FACES Information **Personnel:** Trained paraprofessional **Training:** 30 minutes with emphasis on proper and natural pronunciation of words and syllables and stopping rules **Administration & Scoring Time**: 8 minutes with simultaneous scoring	Publisher: Not Available FACES: 1
Test of Language Development-Primary-Third Edition (TOLD P:3): Phonemic Analysis Newcomer, P.L. & Hammill, D.D. (1997)	Direct assessment of child's awareness of phonemes, the significant speech sounds that comprise words. Children are presented with a compound word and then asked to repeat part of the word's component phonemes back to the assessor (e.g., "Say 'popcorn.' Now say it again without 'pop.'"). 14 items of this type are used in the test, 8 involving omission of the beginning word and 6 involving omission of the ending word. This task is used in the PCER follow-up kindergarten assessment battery. **Ages:** 4:0-8:11 (Publisher); 4-5-year-olds (PCER) **Language:** English (PCER)	PCER	1	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** 1 **Split-Half:** Not Available **Test-Retest:** 1	Publisher Information **Concurrent:** 1 **Predictive:** Not Available PCER Information **Concurrent:** 1	PCER Information **Personnel:** Not Available **Training:** Not Available **Administration & Scoring Time:** Not Available	Publisher:1
Woodcock-Johnson Psycho-Educational Battery-Revised; Incomplete Words Subtest Woodcock, R.W. & Johnson, M.B. (1989)	Direct child assessment measuring auditory closure using a tape-recorded test. After hearing a recorded word that has one or more phonemes missing, the subject names the complete word. This test is a measure of auditory processing. **Age:** 2-90+ year-olds (Publisher); 54 months (NICHD) **Language:** English (NICHD)	NICHD	1	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** 1 **Split-Half**: 1 **Test-Retest**: 1-2	Publisher Information **Concurrent:** 1 **Predictive:** Not Available	Publisher Information **Personnel:** Trained and experienced assessors. **Training:** Formal training in assessment (college coursework or workshops); Data interpretation – graduate level training in statistics and procedures governing test administration, scoring and interpretation. **Administration & Scoring Time**: Approximately 10 minutes. NICHD Information **Personnel:** Trained research assistants **Training:** Provided in 2 ways – 1. Trainees attend a workshop conducted in Dallas. They are asked to review the manuals for the WJ-R ACH and COG and	Not Available

Table B.2 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
						materials shared at the training. Trainees are also instructed to observe an experienced assessor administer the battery, as well as practice administration themselves. Trainees submit tapes containing 3 administrations, self-monitoring forms, and test records. 2. Trainees are given the Examiner's manual for the WJ-R COG and ACH to read. They are then instructed to observe an experienced assessor administering the battery. Practice with older individuals is encouraged. Trainees submit a videotape of themselves administering the battery, along with a self-monitoring form, and test records. **Administration & Scoring Time:** 25 minutes	
BOOK KNOWLEDGE AND APPRECIATION							
Story and Print Concepts, FACES Research Team (2001) Books Include: Goodnight Moon, Brown, M. W. (1947). Where's my Teddy? Alborough, J. (1992) Little Bear's Wish, Minarik, E. H. (1985) **Story and Print Concepts - Spanish**, FACES Research Team (2001) Books Include: Buenas Noches Luna, Brown, M. W. (1947) ¿Dónde está mi osito? Alborough, J. (1992) Los Deseos de Osito, Minarik, E. H. (1985)	Direct assessment of child's emergent literacy and print awareness. A child is handed a children's storybook upside down and backwards. The child must turn it around to put the book upright with the front cover on top. The child is asked a series of questions designed to test his/her knowledge of books. These include questions regarding the location of the front of the book, the point at which one should begin reading, and information relating to the title and author of the book. The child is read the story and is asked basic questions about both the mechanics of reading (print conventions) and the content of the story (comprehension). The print convention questions pertain to children's knowledge of the left-to-right and up-and-down conventions of reading, while the comprehension questions pertain to children's recall of key facts from the story. FACES Information Twelve to thirteen items modified from the Story and Print Concepts tasks in the CAP Early Childhood Diagnostic Instrument (Mason, J. M., & Stewart, J., 1989).	FACES CLIO TPK HSIS	1	FACES Information **Internal Consistency:** 2 English & Spanish **Test-Retest:** 2	FACES Information **Concurrent:** 3 **Predictive:** 1-2	FACES Information **Personnel:** Trained paraprofessional **Training:** 45 minutes. Follow script and gesturing guidelines **Administration & Scoring Time:** 7 minutes with simultaneous scoring	FACES: 1

Table B.2 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
	CLIO Information This task consisted of 9 items. TPK Information Used only the 1947 books. HSIS Information This task consisted of 7 items. **Ages:** 3-5-year-olds (FACES), 3-4-year-olds (CLIO, HSIS); 4-year-olds (TPK) **Language:** English & Spanish (FACES, CLIO, TPK, HSIS). Bilingual (HSIS)						
Test of Early Reading Ability-3rd Edition (TERA-3) Reid, D.K., Hresko, W.P. & Hamill, D.D. (2001)	Direct measure of the reading ability of young children, assessing children's mastery of early developing reading skills. Contains 3 subtests: Alphabet, to measure knowledge of the alphabet and its uses, Conventions, to measure knowledge of the conventions of print, and Meaning, to measure the construction of meaning from print. The TERA-3 identifies those children who are significantly below their peers in reading development and may be candidates for early intervention; identifies strengths and weaknesses of individual children; documents a child's progress as a consequence of early reading intervention programs; serves as a measure in research studying reading development in young children; and serves as an adjunct to other assessments. Ages: 3:6-8:6-year-olds (Publisher); 4-5-year-olds (PCER) Language: English (PCER)	PCER	1	Publisher Information **Internal Consistency:** Alphabet – 1 Conventions – 1 Meaning – 1 Reading Quotient: 1 **Split-Half:** 3 **Test-Retest:** Alphabet: 1 Convention: 1 Meaning: 1 Reading Composite: 1	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	PCER Information **Personnel:** Trained paraprofessional **Training:** Not Available **Administration & Scoring Time:** 20-30 minutes	Publisher: Not Available PCER: Not Available
PRINT AWARENESS AND CONCEPTS							
Batería Woodcock-Muñoz Pruebas de Aprovechamiento, Identificación de Letras y Palabras, Woodcock, R.W., & Muñoz-Sandoval, A.F. (1996)	Direct child assessment that is designed to assess the pre-reading skill of children by identifying selected letters of the alphabet by name. Items involve symbolic learning, or the ability to match a rebus (pictographic representation of a word) with an actual picture of the object, and identifying isolated letters and words that appear in large type on the pages of the test book. Raw scores are converted to standard scores. If children have an average score for their age, they would have a standard score of 100. **Ages:** 2-90+ year-olds (Publisher); 3-5-year-olds (FACES); 3-4-year-olds (HSIS, PCER); 4-year-olds (TPK)	FACES PCER TPK HSIS	1	Publisher Information **Inter-Rater:** 3 **Internal Consistency:** 1 **Split-Half:** 3 **Test-Retest:** 3 FACES Information **Inter-Rater:** 3 **Internal Consistency:** 1-2 **Split-Half:** 3 **Test-Retest:** 3 HSIS Information	Publisher Information **Concurrent:** 1 **Predictive:** 2 FACES Information **Concurrent:** 3 **Predictive:** 3	Publisher Information **Personnel:** Trained professional **Training:** Advanced level training needed to administer and score **Administration & Scoring Time:** Varies depending on the tests administered FACES Information **Personnel:** Trained paraprofessional **Training:** 20 minutes and thorough knowledge of gesturing and stopping rules **Administration & Scoring Time:**	Publisher: 3 FACES: 1

Table B.2 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
	Language: Spanish (FACES, HSIS, PCER, TPK)			**Internal Consistency:** 2		8 minutes with simultaneous scoring	
Preschool Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP) Print Awareness Subtest Lonigan, Wagner, Torgesen & Rashotte (2002)	Direct child assessment of children's print concepts, letter discrimination, word discrimination, letter-word identification, and letter-sound identification abilities. This subtest contains 33 items. HSIS Information For HSIS, this subtest consisted of 8 items (items 5-8 and 19-22). **Ages**: 3 years, 0 months - 5 years, 11 months (Publisher); 4-year-olds (ERF), 3-4-year olds (HSIS) **Language**: English & Spanish (ERF), English (HSIS)	HSIS ERF	1	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** 1 **Split-Half:** Not Available **Test-Rest:** 1-2	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	ERF Information **Personnel:** Trained child assessors **Training:** Not Available **Administration & Scoring Time:** 8 minutes	Publisher: Not Available ERF: 1
Story and Print Concepts, FACES Research Team (2001) Books Include: Goodnight Moon, Brown, M. W. (1947). Where's my Teddy? Alborough, J. (1992) Little Bear's Wish, Minarik, E. H. (1985) **Story and Print Concepts - Spanish**, FACES Research Team (2001) Books Include: Buenas Noches Luna, Brown, M. W. (1947) ¿Dónde está mi osito? Alborough, J. (1992) Los Deseos de Osito, Minarik, E. H. (1985)	Direct assessment of child's emergent literacy and print awareness. A child is handed a children's storybook upside down and backwards. The child must turn it around to put the book upright with the front cover on top. The child is asked a series of questions designed to test his/her knowledge of books. These include questions regarding the location of the front of the book, the point at which one should begin reading, and information relating to the title and author of the book. The child is read the story and is asked basic questions about both the mechanics of reading (print conventions) and the content of the story (comprehension). The print convention questions pertain to children's knowledge of the left-to-right and up-and-down conventions of reading, while the comprehension questions pertain to children's recall of key facts from the story. FACES Information Twelve to thirteen items modified from the Story and Print Concepts tasks in the CAP Early Childhood Diagnostic Instrument (Mason, J. M., & Stewart, J., 1989). CLIO Information This task consisted of 9 items. TPK Information Used only the 1947 books.	FACES CLIO TPK HSIS	1	FACES Information **Internal Consistency:** 2 English & Spanish **Test-Retest:** 2	FACES Information **Concurrent:** 3 **Predictive:** 1-2	FACES Information **Personnel:** Trained paraprofessional **Training:** 45 minutes. Follow script and gesturing guidelines **Administration & Scoring Time:** 7 minutes with simultaneous scoring	FACES: 1

Table B.2 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
	HSIS Information This task consisted of 7 items. **Ages:** 3-5-year-olds (FACES), 3-4-year-olds (CLIO, HSIS); 4-year-olds (TPK) **Language:** English & Spanish (FACES, CLIO, TPK, HSIS). Bilingual (HSIS)						
Test of Early Reading Ability-3rd Edition (TERA-3) Reid, D.K., Hresko, W.P. & Hamill, D.D. (2001)	Direct measure of the reading ability of young children, assessing children's mastery of early developing reading skills. Contains 3 subtests: Alphabet, to measure knowledge of the alphabet and its uses, Conventions, to measure knowledge of the conventions of print, and Meaning, to measure the construction of meaning from print. The TERA-3 identifies those children who are significantly below their peers in reading development and may be candidates for early intervention; identifies strengths and weaknesses of individual children; documents a child's progress as a consequence of early reading intervention programs; serves as a measure in research studying reading development in young children; and serves as an adjunct to other assessments. **Ages:** 3:6-8:6-year-olds (Publisher); 4-5-year-olds (PCER) **Language:** English (PCER)	PCER	1	Publisher Information **Internal Consistency:** Alphabet – 1 Conventions – 1 Meaning – 1 Reading Quotient: 1 **Split-Half:** 3 **Test-Retest:** Alphabet: 1 Convention: 1 Meaning: 1 Reading Composite: 1	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	PCER Information **Personnel:** Trained paraprofessional **Training:** **Administration & Scoring Time:** 20-30 minutes	Publisher: Not Available PCER: Not Available
Woodcock-Johnson III Tests of Achievement - Letter-Word Identification Test Woodcock, R. W., McGrew, K. S., & Mather, N. (2001)	Direct assessment of child's pre-reading skills in identifying isolated letters and words. The first five Letter-Word Identification items involve symbolic learning, or the ability to match a rebus (pictographic representation of a word) with an actual picture of the object. The remaining items measure children's reading identification skills in identifying isolated letters and words that appear in large type on the pages of the test book. FACES Information In FACES, this scale consisted of 38 items. Raw scores are converted to standard scores. If children have an average score for their age, they would have a standard score of 100. **Ages:** 2-90+ year-olds (Publisher); 3-5-year-olds (FACES); 3-4-year-olds (HSIS, PCER); 4-year-olds (TPK) **Language**: English (FACES, HSIS, PCER, TPK)	FACES PCER TPK HSIS	1	Publisher Information **Internal Consistency:** 1 **Split-Half:** 1 **Test-Retest:** 1 FACES Information **Internal Consistency:** 1 **Test-Retest:** 2	Publisher Information **Concurrent:** 1 **Predictive:** 2 FACES Information **Concurrent:** 1 **Predictive:** 1	Publisher Information **Personnel:** Trained professional **Training:** Advanced level training needed to administer and score **Administration & Scoring Time:** Approximately 5 minutes FACES Information **Personnel:** Trained paraprofessional **Training:** 20 minutes and thorough knowledge of gesturing and stopping rules **Administration & Scoring Time:** 8 minutes with simultaneous scoring	Publisher: 3 FACES: 1

Table B.2 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
Woodcock-Johnson Psycho-Educational Battery-Revised; Letter-Word Identification Subtest Woodcock, R. W. & Johnson, M.B (1989, 1990)	Direct child assessment measuring auditory closure using a tape-recorded test. After hearing a recorded word that has one or more phonemes missing, the subject names the complete word. This test is a measure of auditory processing. FACES Information In FACES, this scale consisted of 38 items. Raw scores are converted to standard scores. If children have an average score for their age, they would have a standard score of 100. **Age:** 2-90+ year-olds (Publisher); 3-5-year-olds (FACES); 54 months (NICHD) **Language:** English (FACES,NICHD)	FACES NICHD	1	Publisher Information **Internal Consistency:** 1 **Split-Half:** 1 **Test-Retest:** 1 FACES Information **Internal Consistency:** 1 **Test-Retest:** 2	Publisher Information **Concurrent:** 1 **Predictive:** 2 FACES Information **Concurrent:** 1 **Predictive:** 1	Publisher Information **Personnel:** Trained professional **Training:** Advanced level training needed to administer and score **Administration & Scoring Time:** Approximately 5 minutes FACES Information **Personnel:** Trained paraprofessional **Training:** 20 minutes and thorough knowledge of gesturing and stopping rules **Administration & Scoring Time:** 8 minutes with simultaneous scoring	Publisher: 3 FACES:1
EARLY WRITING							
Batería Woodcock-Muñoz Pruebas de Aprovechamiento-Revisada, Dictado, Woodcock, R.W., & Muñoz-Sandoval, A. F. (1996)	Direct assessment of child's prewriting skills, such as drawing lines and copying letters. Raw scores are converted to standard scores. If children have an average score for their age, they would have a standard score of 100. **Ages:** 2-90+ year-olds (Publisher); 3-5-year-olds (FACES); 3-4-year-olds (HSIS) **Language:** Spanish (FACES, HSIS)	FACES HSIS	1	Publisher Information **Internal Consistency:** 1 **Split-Half:** 1 **Test-Retest:** 1 FACES Information **Internal Consistency:** 1 -2	Publisher Information **Concurrent:** 1 **Predictive:** 1 FACES Information **Concurrent:** 3 **Predictive:** 3	Publisher Information **Personnel:** Trained professional **Training:** Advanced level training needed to administer and score **Administration & Scoring Time:** Varies depending on the tests administered FACES Information **Personnel:** Trained paraprofessional **Training:** 20 minutes with thorough review of acceptable responses. **Administration & Scoring Time:** 5 minutes with simultaneous scoring	Publisher: 3 FACES: 1
Woodcock-Johnson III Tests of Achievement, Standard and Extended Battery, Spelling Test Woodcock, R. W., McGrew, K. S., & Mather, N. (2001)	Direct assessment of child's prewriting skills. The first six items in this subtest measure prewriting skills, such as drawing lines and copying letters. The remaining items measure the child's skill in providing written responses when asked to write specific upper- or lower-case letters of the alphabet. Later parts of the test ask the child to write specific words and phrases, punctuation, and capitalization. FACES Information In FACES, this scale consisted of 20 items. Raw scores are converted to standard scores. If children have an average score for their age, they would have a standard score of 100.	FACES PCER HSIS	1	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** Not Available **Split-Half:** Not Available **Test-Retest:** Not Available FACES Information **Internal Consistency:** 1 **Split-Half:** 3 **Test-Retest:** 2	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available FACES Information **Concurrent:** 1 **Predictive:** 1	Publisher Information **Personnel:** Professional **Training:** Advanced level training needed to administer and score **Administration & Scoring Time:** Approximately 5 minutes FACES Information **Personnel:** Trained paraprofessional **Training:** 20 minutes with thorough review of acceptable responses. **Administration & Scoring Time:** 5 minutes with simultaneous scoring	Publisher: 3 FACES: 1

Table B.2 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
	Ages: 2-adult (Publisher); 3-5-year-olds (FACES) 4-5-year-olds (PCER); 3-4-year-olds (HSIS) **Language**: English (FACES, PCER, HSIS)						
Woodcock-Johnson Revised Tests of Achievement – Dictation Test Woodcock, R. W. & Johnson, M.B (1989, 1990)	Direct assessment of child's prewriting skills. The first six items in this subtest measure prewriting skills, such as drawing lines and copying letters. The remaining items measure the child's skill in providing written responses when asked to write specific upper- or lower-case letters of the alphabet. Later parts of the test ask the child to write specific words and phrases, punctuation, and capitalization. FACES Information In FACES, this scale consisted of 20 items. Raw scores are converted to standard scores. If children have an average score for their age, they would have a standard score of 100. **Ages:** 2 - 90+ year-olds (Publisher); 3-5-year-olds (FACES) **Language**: English (FACES)	FACES	1	Publisher Information **Internal Consistency:** 1 **Split-Half:** 1 **Test-Retest:** 1 FACES Information **Internal Consistency:** 1 **Split-Half:** 3 **Test-Retest:** 2	Publisher Information **Concurrent:** 1 **Predictive:** 1 FACES Information **Concurrent:** 1 **Predictive:** 1	Publisher Information **Personnel:** Professional **Training:** Advanced level training needed to administer and score **Administration & Scoring Time:** Approximately 5 minutes FACES Information **Personnel:** Trained paraprofessional **Training:** 20 minutes with thorough review of acceptable responses. **Administration & Scoring Time:** 5 minutes with simultaneous scoring	Publisher: 3 FACES: 1
ALPHABET KNOWLEDGE							
Batería Woodcock-Muñoz Pruebas de Aprovechamiento, Identificación de Letras y Palabras, Woodcock, R.W., & Muñoz-Sandoval, A.F. (1996)	Direct child assessment that is designed to assess the pre-reading skill of children by identifying selected letters of the alphabet by name. Items involve symbolic learning, or the ability to match a rebus (pictographic representation of a word) with an actual picture of the object, and identifying isolated letters and words that appear in large type on the pages of the test book. Raw scores are converted to standard scores. If children have an average score for their age, they would have a standard score of 100. **Ages:** 2-90+ year-olds (Publisher); 3-5-year-olds (FACES);3-4-year-olds (HSIS); 4-5-year-olds (PCER); 4-year-olds (TPK) **Language:** Spanish (FACES, HSIS, PCER, TPK)	FACES PCER TPK HSIS	1	Publisher Information **Inter-Rater:** 3 **Internal Consistency:** 1 **Split-Half:** 3 **Test-Retest:** 3 FACES Information **Inter-Rater:** 3 **Internal Consistency:** 1-2 **Split-Half:** 3 **Test-Retest:** 3 HSIS Information **Internal Consistency:** 2	Publisher Information **Concurrent:** 1 **Predictive:** 1 FACES Information **Concurrent:** 3 **Predictive:** 3	Publisher Information **Personnel:** Trained professional **Training:** Advanced level training needed to administer and score **Administration & Scoring Time:** Varies depending on the tests administered FACES Information **Personnel:** Trained paraprofessional **Training:** 20 minutes and thorough knowledge of gesturing and stopping rules **Administration & Scoring Time:** 8 minutes with simultaneous scoring	Publisher: 3 FACES: 1

Table B.2 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
Batería Woodcock-Muñoz Pruebas de Aprovechamiento-Revisada, Dictado, Woodcock, R.W., & Muñoz-Sandoval, A. F. (1996)	Direct assessment of child's prewriting skills, such as drawing lines and copying letters. Raw scores are converted to standard scores. If children have an average score for their age, they would have a standard score of 100. **Ages:** 2-90+ year-olds (Publisher); 3-5-year-olds (FACES); 3-4-year-olds (HSIS) **Language:** Spanish (FACES, HSIS)	FACES HSIS	1	Publisher Information **Internal Consistency:** 1 **Split-Half:** 1 **Test-Retest:** 1 FACES Information **Internal Consistency:** 1 -2	Publisher Information **Concurrent:** 1 **Predictive:** 1 FACES Information **Concurrent:** 3 **Predictive:** 3	Publisher Information **Personnel:** Trained professional **Training:** Advanced level training needed to administer and score **Administration & Scoring Time:** Varies depending on the tests administered FACES Information **Personnel:** Trained paraprofessional **Training:** 20 minutes with thorough review of acceptable responses. **Administration & Scoring Time:** 5 minutes with simultaneous scoring	Publisher: 3 FACES: 1
Letter Naming Task Developed by the Head Start Quality Research Centers **Nombrando Las Letras** Developed by the Head Start Quality Research Centers	Direct assessment of child's ability to identify and name letters. Nombrando Las Letras has additional letters from the Spanish alphabet (e.g., ñ, ll, ch). In the NRS, children have opportunity to name all 26 letters of alphabet, arranged on 3 plates in order of difficulty. Upper- and lower-case for each letter appears next to one another. **Ages:** 4-5-year-olds (NRS); 3-4-year-olds (CLIO); 4-year-olds (HSIS) **Language:** English & Spanish (NRS, CLIO, HSIS)	NRS CLIO HSIS	NRS: 2 CLIO, HSIS: 1	Letter Naming Task NRS Information **Internal Consistency:** 1 **Test-Retest:** 1 Nombrando Las Letras NRS Information **Internal Consistency:** 1 **Test-Retest:** 1	NRS Information **Concurrent:** 1 **Predictive**: 2	NRS Information **Personnel:** Trained and certified Paraprofessional **Training:** "Train the trainers" approach. HS program staff is provided 18 hours of training on the child assessment battery that includes lecture, role play, and certification. Certified staff in turn train and certify staff in their program. **Administration & Scoring Time:** 3 minutes CLIO Information **Personnel:** Trained Paraprofessional **Training:** 30 minutes with emphasis on scoring rules **Administration & Scoring Time**: 3-5 minutes with simultaneous scoring.	NRS: 2 CLIO, HSIS: 1

Table B.2 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
Preschool Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP) Print Awareness Subtest Lonigan, Wagner, Torgesen & Rashotte (2002)	Direct child assessment of children's print concepts, letter discrimination, word discrimination, letter-word identification, and letter-sound identification abilities. This subtest contains 33 items. HSIS Information For HSIS, this subtest consisted of 8 items (items 5-8 and 19-22). **Ages**: 3 years, 0 months - 5 years, 11 months (Publisher); 4-year-olds (ERF), 3-4-year olds (HSIS) **Language**: English & Spanish (ERF), English (HSIS)	ERF HSIS	1	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** 1 **Split-Half:** Not Available **Test-Rest:** 1-2	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	ERF Information **Personnel:** Trained child assessors **Training:** Not provided **Administration & Scoring Time:** 8 minutes	Publisher: Not Available ERF: 1
Test of Early Reading Ability-3rd Edition (TERA-3) Reid, D.K., Hresko, W.P. & Hamill, D.D. (2001)	Direct measure of the reading ability of young children, assessing children's mastery of early developing reading skills. Contains 3 subtests: Alphabet, to measure knowledge of the alphabet and its uses; Conventions, to measure knowledge of the conventions of print; and Meaning, to measure the construction of meaning from print. The TERA-3 identifies those children who are significantly below their peers in reading development and may be candidates for early intervention; identifies strengths and weaknesses of individual children; documents a child's progress as a consequence of early reading intervention programs; serves as a measure in research studying reading development in young children; and serves as an adjunct to other assessments. **Ages:** 3:6-8:6-year-olds (Publisher); 4-5-year-olds (PCER) **Language:** English (PCER)	PCER	1	Publisher Information **Internal Consistency:** Alphabet – 1 Conventions – 1 Meaning – 1 Reading Quotient: 1 **Split-Half:** 3 **Test-Retest:** Alphabet: 1 Convention: 1 Meaning: 1 Reading Composite: 1	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	PCER Information **Personnel:** Trained paraprofessional **Training:** Not Available **Administration & Scoring Time:** 20-30 minutes	Publisher: Not Available PCER: Not Available
Woodcock-Johnson III Tests of Achievement, Standard and Extended Battery, Spelling Test Woodcock, R. W. & Johnson, M.B (1989, 1990)	Direct assessment of child's prewriting skills. The first six items in this subtest measure prewriting skills, such as drawing lines and copying letters. The remaining items measure the child's skill in providing written responses when asked to write specific upper- or lower-case letters of the alphabet. Later parts of the test ask the child to write specific words and phrases, punctuation, and capitalization. FACES Information In FACES, this scale consisted of 20 items. Raw scores are converted to standard scores. If children have an average score for their age, they would have a standard score of 100.	FACES PCER HSIS	1	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** Not Available **Split-Half:** Not Available **Test-Retest:** Not Available FACES Information **Internal Consistency:** 1 **Split-Half:** 3	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available FACES Information **Concurrent:** 1 **Predictive:** 1	Publisher Information **Personnel:** Professional **Training:** Advanced level training needed to administer and score **Administration & Scoring Time:** Approximately 5 minutes FACES Information **Personnel:** Trained paraprofessional **Training:** 20 minutes with thorough review of acceptable responses. **Administration & Scoring Time:** 5 minutes with simultaneous	Publisher: 3 FACES: 1

Table B.2 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
	Ages: 2-adult (Publisher); 3-5-year-olds (FACES) 4-5-year-olds (PCER); 3-4-year-olds (HSIS) **Language**: English (FACES, PCER, HSIS)			**Test-Retest:** 2		scoring	
Woodcock-Johnson Revised Tests of Achievement – Dictation Test Woodcock, R. W., McGrew, K. S., & Mather, N. (2001)	Direct assessment of child's prewriting skills. The first six items in this subtest measure prewriting skills, such as drawing lines and copying letters. The remaining items measure the child's skill in providing written responses when asked to write specific upper- or lower-case letters of the alphabet. Later parts of the test ask the child to write specific words and phrases, punctuation, and capitalization. FACES Information In FACES, this scale consisted of 20 items. Raw scores are converted to standard scores. If children have an average score for their age, they would have a standard score of 100. **Ages:** 2 - 90+ year-olds (Publisher); 3-5-year-olds (FACES) **Language**: English (FACES)	FACES	1	Publisher Information **Internal Consistency:** 1 **Split-Half:** 1 **Test-Retest:** 1 FACES Information **Internal Consistency:** 1 **Split-Half:** 3 **Test-Retest:** 2	Publisher Information **Concurrent:** 1 **Predictive:** 1 FACES Information **Concurrent:** 1 **Predictive:** 1	Publisher Information **Personnel:** Professional **Training:** Advanced level training needed to administer and score **Administration & Scoring Time:** Approximately 5 minutes FACES Information **Personnel:** Trained paraprofessional **Training:** 20 minutes with thorough review of acceptable responses. **Administration & Scoring Time:** 5 minutes with simultaneous scoring	Publisher: 3 FACES: 1
Woodcock-Johnson III Tests of Achievement - Letter-Word Identification Test Woodcock, R. W., McGrew, K. S., & Mather, N. (2001)	Direct assessment of child's pre-reading skills in identifying isolated letters and words. The first five Letter-Word Identification items involve symbolic learning, or the ability to match a rebus (pictographic representation of a word) with an actual picture of the object. The remaining items measure children's reading identification skills in identifying isolated letters and words that appear in large type on the pages of the test book. FACES Information In FACES, this scale consisted of 38 items. Raw scores are converted to standard scores. If children have an average score for their age, they would have a standard score of 100. **Ages:** 2 - 90+ year-olds (Publisher); 3-5-year-olds (FACES); 3-4-year-olds (HSIS); 4-5-year-olds (PCER); 4-year-olds (TPK) **Language**: English (FACES, HSIS, PCER, TPK)	FACES PCER TPK HSIS	1	Publisher Information **Internal Consistency:** 1 **Split-Half:** 1 **Test-Retest:** 1 FACES Information **Internal Consistency:** 1 **Test-Retest:** 2	Publisher Information **Concurrent:** 1 **Predictive:** 2 FACES Information **Concurrent:** 1 **Predictive:** 1	Publisher Information **Personnel:** Trained professional **Training:** Advanced level training needed to administer and score **Administration & Scoring Time:** Approximately 5 minutes FACES Information **Personnel:** Trained paraprofessional **Training:** 20 minutes and thorough knowledge of gesturing and stopping rules **Administration & Scoring Time:** 8 minutes with simultaneous scoring	Publisher: 3 FACES : 1

KEY

Norming/research sample: 1 = Normed within past 10 years OR nationally representative/representative of HS population; 2 = Older than 10 years OR not nationally representative of HS population; 3 = None described.

Reliability: 1 = .90 or higher for inter-rater, .70 or higher for others; 2 = Under .90 for inter-rater, Under .70 for others; 3 = None described.

Validity: 1 = .5 or higher for Concurrent, .4 or higher for Predictive; 2 = Under .5 for Concurrent, Under .4 for **P**redictive; 3 = None described.

Complexity For Use By Non-Researchers: 1 = Administered and scored by a paraprofessional; 2 = Requires either administration or scoring by a professional; 3 = Requires both administration and scoring by a professional.

Table B.3. Mathematics

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity For Use By Non-Researchers
NUMBER AND OPERATIONS							
Batería Woodcock-Muñoz Pruebas de Aprovechamiento-Revisada, Problemas Aplicados, Woodcock, R.W., & Muñoz-Sandoval, A. F. (1996)	Direct assessment of child's skill in analyzing and solving practical problems in mathematics. Raw scores are converted to standard scores. If children have an average score for their age, they would have a standard score of 100. **Ages:** 2-90+ year-olds (Publisher); 4–5-year-olds (FACES); 4-year-olds (TPK); 3-4-year-olds (HSIS) **Language:** Spanish (FACES, HSIS, TPK)	FACES TPK HSIS	1	Publisher Information **Internal Consistency:** 1 **Split-Half:** 1 **Test-Retest:** 3 FACES Information **Internal Consistency:** 1 **Split-Half:** 3 **Test-Retest:** 3	Publisher Information **Concurrent:** 1 **Predictive:** 1 FACES Information **Concurrent:** 3 **Predictive:** 3	Publisher Information **Personnel:** Trained professional **Training:** Advanced level training needed to administer and score **Administration & Scoring Time:** Varies depending on the tests administered FACES Information **Personnel:** Trained paraprofessional **Training:** 20 minutes and thorough knowledge of gesturing and stopping rules **Administration & Scoring Time**: 8 minutes with simultaneous scoring	Publisher: 3 FACES: 1
Color Names and Counting FACES Research Team (2001)	Direct assessment of child's color knowledge and counting ability. This measure is modified from the Color Concepts and Number Concepts subtest of the CAP Early Childhood Diagnostic Instrument (Mason and Stewart, 1989), which is a battery of emergent literacy and school readiness measures. For color naming, this measure assesses the child's ability to identify 10 colors by name. The child receives two points for each color named and one point for each color that the assessor names and the child finds correctly. Scores range from 0-20. On one-to-one counting, the assessor rates how well the child counts 10 pictures of bears and arrives at the correct sum. Lower ratings are given for mistakes like skipping one or more bears, counting bears twice, saying numbers twice, not saying one number per bear, and losing place and starting over. Ratings range from 1 ("child could not count or did not try") to 3 ("fairly well, child made one or two uncorrected mistakes") to 5 ("perfectly, no mistakes"). **Ages**: 4–5-year-olds (FACES); 3-4-year-olds (HSIS); 4-year-olds (PCER)	FACES PCER HSIS	1	FACES Information **Internal Consistency:** English & Spanish: 1 **Test-Rest:** 2	FACES Information **Concurrent:** 3 **Predictive:** Color Naming: 2 Counting: 1-2	FACES Information **Personnel:** Trained paraprofessional **Training:** 15 minutes, ability to score those named, found, and not found **Administration & Scoring Time:** 5 minutes with simultaneous scoring	FACES: 1

Table B.3 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity For Use By Non-Researchers
NUMBER AND OPERATIONS							
	Language: English & Spanish (FACES, HSIS, PCER). Bilingual (HSIS)						
Counting Blocks Adapted from the Early Childhood Longitudinal Study - Kindergarten Class of 1998-1999 (Base Year)	Direct assessment of child's ability to count objects in numerical order. The child is shown 2 rows of 10 blocks. The assessor and child count the first three blocks together and then the child counts the remaining blocks alone. The child is allowed to skip blocks, but blocks cannot be counted more than once. Scores range from 3 to 20. **Ages:** 3-5-year-olds (FACES) **Language:** English & Spanish (FACES)	FACES	1	FACES Information **Internal Consistency:** 3	FACES Information **Concurrent:** 3 **Predictive:** 3	FACES Information **Personnel:** Trained paraprofessional **Training:** 30 minutes with emphasis placed on observation of one-to-one correspondence **Administration & Scoring Time:** 2 minutes with simultaneous scoring	FACES: 1
Early Math Skills Developed by WESTAT and based on similar items used in the Department of Education's Math assessment for kindergarteners in the Early Childhood Longitudinal Study-Kindergarten cohort (ECLS-K) **Conocimiento Básicos de Matemáticas** Developed by WESTAT and based on similar items used in Department's Math assessment for kindergarteners in the Early Childhood Longitudinal Study-Kindergarten cohort (ECLS-K)	Direct assessment of child's ability to recognize numbers of one-digit numerals and basic geometric shapes, match number names with objects, count, do simple additions and subtractions, make judgments about relative size of objects, and interpret simple measurements and graphic representations. NRS Information In the NRS, 17 items were used. CLIO Information This task consisted of 17 items. For some items, children are asked to give a verbal response or hold up the correct number of fingers. **Ages:** 4-5-year-olds (NRS); 3 - 4-year-olds (CLIO) **Language:** English & Spanish (NRS, CLIO)	NRS CLIO	1	NRS Information **Internal Consistency:** 1 **Test-Retest:** 1	NRS Information **Concurrent:** Not Available **Predictive:** 2	NRS Information **Personnel:** Trained and certified paraprofessional **Training:** "Train the trainers" approach. HS program staff is provided 18 hours of training on the child assessment battery that includes lecture, role-play, and certification. Certified staff in turn train and certify staff in their program. **Administration & Scoring Time:** 3 minutes CLIO Information **Personnel:** Trained paraprofessional **Training:** 20 minutes and thorough knowledge of gesturing rules **Administration & Scoring Time:** 8-10 minutes with simultaneous scoring.	NRS & CLIO: 1
Woodcock-Johnson III Tests of Achievement - Applied Problems Test Woodcock, R. W., McGrew, K. S., & Mather, N. (2001)	Direct assessment of child's skill in analyzing and solving practical problems in mathematics. In order to solve the problems, the child must recognize the procedure to be followed and then perform relatively simple counting, addition or subtraction operations. Because many of the problems include extraneous stimuli or information, the child must decide not only the appropriate mathematical operations to use, but must also decide which data to include in the	FACES PCER TPK HSIS	1	Publisher Information **Internal Consistency:** 1 **Split-Half:** 1 **Test-Retest:** 1 FACES Information **Internal Consistency:** 1 **Test-Retest:** 2	Publisher Information **Concurrent:** 1 **Predictive:** 1 FACES Information **Concurrent:** 1 **Predictive:** 1	Publisher Information **Personnel:** Trained professional with background in test administration. **Training:** Advanced level training needed to administer and score. Attendance of training session, self-study and practice. **Administration & Scoring Time:** Approximately 5 minutes	Publisher: 3 FACES: 1

Table B.3 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity For Use By Non-Researchers
NUMBER AND OPERATIONS							
	count or calculation. This test also may be used to measure quantitative ability when analyzing cognitive factors in the WJ-R COG. FACES Information In FACES, this scale consisted of 30 items. Raw scores are converted to standard scores. If children have average math skills for their age, they would have a standard score of 100. **Ages:** 2-90+ years (Publisher); 3 – 5-year-olds (FACES); 3-4-year-olds (HSIS); 4-year-olds (TPK); 4–5-year-olds (PCER) **Language:** English (FACES, TPK, HSIS, PCER)					FACES Information **Personnel:** Trained paraprofessional **Training:** 20 minutes and thorough knowledge of gesturing and stopping rules **Administration & Scoring Time:** 8 minutes with simultaneous scoring	
Woodcock-Johnson Psycho-Educational Battery-Revised ; Applied Problems Subtest Woodcock, R. W. & Johnson, M.B (1989, 1990)	Direct assessment of child's skill in analyzing and solving practical problems in mathematics. In order to solve the problems, the child must recognize the procedure to be followed and then perform relatively simple counting, addition or subtraction operations. Because many of the problems include extraneous stimuli or information, the child must decide not only the appropriate mathematical operations to use, but must also decide which data to include in the count or calculation. This test also may be used to measure quantitative ability when analyzing cognitive factors in the WJ-R COG. FACES Information In FACES, this scale consisted of 30 items. Raw scores are converted to standard scores. If children have average math skills for their age, they would have a standard score of 100. **Age:** 2-90+ year-olds (Publisher); 3-5-year-olds (FACES); 54 months (NICHD) **Language:** English (FACES, NICHD)	FACES NICHD	1	Publisher Information **Internal Consistency:** 1 **Split-Half:** 1 **Test-Retest:** 1 FACES Information **Internal Consistency:** 1 **Test-Retest:** 2	Publisher Information **Concurrent:** 1 **Predictive:** 1 FACES Information **Concurrent:** 1 **Predictive:** Not Available	Publisher Information **Personnel:** Trained professional with background in test administration. **Training:** Advanced level training needed to administer and score. Attendance of training session, self-study and practice. **Administration & Scoring Time:** Approximately 5 minutes FACES Information **Personnel:** Trained paraprofessional **Training:** 20 minutes and thorough knowledge of gesturing and stopping rules **Administration & Scoring Time:** 8 minutes with simultaneous scoring	Publisher: 3 FACES: 1

Table B.3 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity For Use By Non-Researchers
GEOMETRY AND SPATIAL SENSE							
No reviewed measure identified.							
PATTERNS AND MEASUREMENT							
No reviewed measure identified.							

KEY

Norming/research sample: 1 = Normed within past 10 years OR nationally representative/representative of HS population; 2 = Older than 10 years OR not nationally representative of HS population; 3 = None described.
Reliability: 1 = .90 or higher for inter-rater, .70 or higher for others; 2 = Under .90 for inter-rater, Under .70 for others; 3 = None described.
Validity: 1 = .5 or higher for Concurrent, .4 or higher for Predictive; 2 = Under .5 for Concurrent, Under .4 for Predictive; 3 = None described.
Complexity For Use By Non-Researchers: 1 = Administered and scored by a paraprofessional; 2 = Requires either administration or scoring by a professional; 3 = Requires both administration and scoring by a professional.

Table B.4. Science

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
SCIENTIFIC SKILLS AND METHODS							
No reviewed measure identified.							
SCIENTIFIC KNOWLEDGE							
No reviewed measure identified.							

KEY
Norming/research sample: 1 = Normed within past 10 years OR nationally representative/representative of HS population; 2 = Older than 10 years OR not nationally representative of HS population; 3 = None described.
Reliability: 1 = .90 or higher for inter-rater, .70 or higher for others; 2 = Under .90 for inter-rater, Under .70 for others; 3 = None described.
Validity: 1 = .5 or higher for Concurrent, .4 or higher for Predictive; 2 = Under .5 for Concurrent, Under .4 for Predictive; 3 = None described.
Complexity For Use By Non-Researchers: 1 = Administered and scored by a paraprofessional; 2 = Requires either administration or scoring by a professional; 3 = Requires both administration and scoring by a professional.

Table B.5. Creative Arts

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
MUSIC							
No reviewed measure identified.							
ART							
No reviewed measure identified.							
MOVEMENT							
No reviewed measure identified.							
DRAMATIC PLAY							
Howes Peer Play Observation Scale (modified by FACES Research Team) Howes, C. & Matheson, C.C. (1992) and Howes, C. & Stewart, P. (1987)	Observational measure of extent and nature of child's play with other children and teachers or other adults during free-play periods. FACES Information The Howes was used to collect data in four categories: activity setting (5 possible responses), social play (7 possible responses), cognitive use of object (6 responses), and adult interaction (3 responses). Up to six children in each classroom were observed for alternating 20-second intervals during free play until the free play session ended. A minimum of 30, 20-second intervals for each child is required for analysis. TPK Information Observational measure of extent and nature of child's interaction with other children and teachers or other adults during free-play periods. Children's behaviors were coded for social play, peer content, and the teacher-child relationship. **Age:** 3-5-year-olds (FACES) 4-year-olds (TPK) **Language:** English (FACES, TPK)	FACES TPK	1	Publisher Information **Inter-Rater:** 1-2 **Internal Consistency:** 3 **Split-Half:** 3 **Test-Retest:** 3 FACES Information **Inter-Rater:** 3 **Internal Consistency:** 3 **Split-Half:** 3 **Test-Retest:** 3	Publisher Information **Concurrent:** 3 **Predictive:** 3 FACES Information **Concurrent:** 3 **Predictive:** 3	FACES Information **Personnel:** Trained paraprofessional **Training:** Half day of lecture/videotape review; 2 practice observation sessions; debriefing of practice sessions. (Estimate 2-3 days). **Administration & Scoring Time:** Needs to be administered during free play, free choice, learning centers, or outdoor play (e.g., when children not engaged in teacher directed or routine activities). Can be conducted in conjunction with other classroom observational measures (e.g., ECERS). At times, a second day is required to collect additional intervals. Scoring is completed during administration.	FACES: 1

KEY

Norming/research sample: 1 = Normed within past 10 years OR nationally representative/representative of HS population; 2 = Older than 10 years OR not nationally representative of HS population; 3 = None described.
Reliability: 1 = .90 or higher for inter-rater, .70 or higher for others; 2 = Under .90 for inter-rater, Under .70 for others; 3 = None described.
Validity: 1 = .5 or higher for Concurrent, .4 or higher for Predictive; 2 = Under .5 for Concurrent, Under .4 for Predictive; 3 = None described.
Complexity For Use By Non-Researchers: 1 = Administered and scored by a paraprofessional; 2 = Requires either administration or scoring by a professional; 3 = Requires both administration and scoring by a professional.

Table B.6. Social & Emotional Development

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
SELF-CONCEPT							
Caregiver-Teacher Report Form (C-TRF) - Teacher Report Achenbach, T. M. & Rescorla, L. A. (2000)	Teacher rating of social competence and problem behavior of children 1 1/2-5-years-old. A series of behaviors are rated on 3-point scales from 0-2. There are approximately 100 items for teachers to rate. Broadband scales of Internalizing and Externalizing problems and narrow band scales of Emotionally Reactive, Anxious/Depressed, Somatic Complaints, Withdrawn, Attention Problems, Aggressive Behavior, and Other Problems, are derived from a computerized scoring program. Norms exist to determine whether the child's behavior falls into the normal range, suggests that the child is at risk for problems, or indicates that the child's behavior is more akin to those with clinically diagnosed problems. NICHD used the 1991 version of the measure, which is nearly identical to the 2000 version. **Age**: 1½-5-year-olds (NICHD) **Language**: English (NICHD)	NICHD	1	Publisher Information **Inter-Rater:** 1 **Internal Consistency**: Total score: 1 Internalizing: 1 Externalizing: 1 **Test-Retest:** 1	Publisher Information **Concurrent**: 1 **Predictive:** 3	Publisher Information **Personnel:** Completed by teacher **Training:** Instructions are provided to assist teachers in assigning ratings. **Administration & Scoring Time:** Not Available NICHD Information **Personnel:** Self-administered teacher questionnaire **Training:** Teacher questionnaire. Research assistants are trained in conducting preschool visits and providing instructions to teachers on how to complete the scale. **Administration & Scoring Time:** Approximately 30-40 minutes for teachers to complete.	
Child Behavior Checklist for Ages 1 ½ - 5 (CBCL/1½-5) - Parent Report Achenbach, T. M. & Rescorla, L. A. (2000)	Parent rating of social competence and problem behavior of children 1 ½ to 5-years-old. A series of behaviors are rated on 3-point scales from 0-2. Each version of the measure contains approximately 100 items. Broadband scales of Internalizing and Externalizing problems and narrow band scales of Emotionally Reactive, Anxious/Depressed, Somatic Complaints, Withdrawn, Sleep Problems, Attention Problems, Aggressive Behavior, and Other Problems, are derived from a computerized scoring program. Norms exist to determine whether the child's behavior falls into the normal range, suggests that the child is at risk for problems, or indicates that the child's behavior is more akin to those with clinically diagnosed problems. NICHD used the 1991 version of the measure, which is nearly identical to the 2000 version. **Age**: 1½ -5-year-olds (Publisher); 54 months (NICHD) **Language**: English (NICHD)	NICHD	1	Publisher Information **Inter-Rater**: Parent & trained examiner: 2 Inter-parent agreement: 2 **Internal Consistency**: CBCL total score: 1 CBCL internalizing: 1 CBCL Externalizing: 1 **Test-Retest**: 1	Publisher Information **Concurrent**: 1-2 **Predictive:** 1	Publisher Information **Personnel:** Completed by Parent **Training:** Instructions are provided to assist parents in assigning ratings. **Administration & Scoring Time:** Not Available NICHD Information **Personnel:** Self-administered parent questionnaire **Training**: Parent questionnaire. Research assistants are trained in conducting preschool visits and providing instructions to parents on how to complete the scale. **Administration & Scoring Time:** Approximately 30-40 minutes for parents to complete.	Publisher: 1 NICHD: 2

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
Preschool Learning Behavior Scale (PLBS) McDermott, P. A., Green, L. F., Francis, J. M. & Stott, D. H. (2000)	Teacher ratings of children's learning-related behaviors. Used in FACES 2003, the PLBS assesses the child's approaches to learning, including the child's motivation to learn and behaviors that enhance the child's learning. The PLBS has been designed to be utilized by classroom teachers to rate individual children on a series of 29 questions pertaining to learning-related behaviors. It contains four subscales competence motivation subscale, Persistence / Attention subscale, Attitude toward learning subscale, and Strategy / Flexibility subscale. Teachers are asked to indicate the extent to which a given statement (e.g., Pays attention to what you say") is characteristic of the child in the past month, from 1 "not true" to 3 "very true" or "often true" **Age:** 3-5-year-olds (FACES); 4–5-year-olds (PCER) **Language:** English (FACES, PCER)	FACES PCER	1	Publisher Information **Inter-Rater:** 3 **Internal Consistency:** 3 **Split-Half:** 3 **Test-Retest:** 3 FACES Information **Inter-Rater:** 3 **Internal Consistency:** PLBS total: 1; PLBS subscales 1-2 **Split-Half:** 3 **Test-Retest:** 3	Publisher Information **Concurrent:** 3 **Predictive:** 3 FACES Information **Concurrent:** 3 **Predictive:** 3	Publisher Information **Personnel:** Not Available **Training:** Not Available **Administration & Scoring Time:** Not Available FACES Information **Personnel:** Not Available **Training:** Not Available **Administration & Scoring Time:** Not Available	Publisher: Not Available FACES: 2
Social Competence and Behavior Evaluation (SCBE-30) LaFreniere & Dumas (1996)	Teacher report of child's social-emotional development. The scale is a 30-item Social Competence and Behavior Evaluation, which was modified from the longer 80-item version of the SCBE. The 30-item version has a 10-item social competence composite subscale (items tap constructs such as calm, cooperative, prosocial, and joyful). It also contains anger-aggression, and anxiety-withdrawal scales. **Age:** 30-78 months (Publisher) 4-year-olds (ERF) **Language:** English (ERF)	ERF	1	Publisher Information **Inter-Rater:** 1-2 **Internal Consistency:** 1 **Split-Half:** 3 **Test-Rest:** 1	Publisher Information **Concurrent:** Anger-Aggression: 1 Anxiety-Withdrawal: 1 **Predictive:** 3	Publisher Information **Personnel:** Teachers complete the measure and profiles and interpretations are provided in the manual **Training:** For those interpreting the results information is provided in the manual. A computerized scoring system is also available. **Administration & Scoring Time:** 10-15 minutes to complete and approximately 10 minutes to score. ERF Information **Personnel:** Trained child assessors **Training:** Teacher questionnaire - no training required. **Administration & Scoring Time**: 10-15 minutes to complete and 10 minutes to score.	Publisher & ERF: 1
Social Skills Rating System-Teacher Gresham, F.M. & Elliot, S.N. (1990)	A teacher assessment of the social behaviors of children and adolescents. This test evaluates a broad range of socially validated behaviors-behaviors that affect teacher-student relationships, peer acceptance, academic performance, etc. The SSRS assesses children who have problems with behavior and interpersonal skills, detects the problem behaviors behind shyness, trouble initiating conversation, and difficulty making friends, and is used to select behaviors for treatment and assist in planning	PCER	2	Publisher Information **Inter-Rater:** 2 **Internal Consistency:** 1	**Concurrent:** Not Available **Predictive:** Not Available	PCER Information **Personnel:** Professionals (data interpretation) **Training:** Respondent needs to be able to read at a third-grade level or above and have spent several days a week with the child for at least 2 months prior to rating. Data interpreters must have training in psychological	

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
	intervention. The teacher form has three subscales: the Social Skills Scale, the Problem Behaviors Scale and the Academic Competence Scale. The Social Skills Scale measures positive social behaviors, and has four subscales: Cooperation, Empathy, Assertion, Self-Control, and Responsibility. The Problem Behaviors Scale measures behaviors that can interfere with development of positive social skills, and has two subscales: Externalizing Problems and Internalizing Problems. Age: 3-18-year-olds (Publisher); 4-5-year-olds (PCER) Language: English (PCER)					testing. **Administration & Scoring Time:** 15-25 minutes	
SELF-CONTROL							
Behavior Assessment System for Children (BASC-2) Reynolds & Kamphaus (2004)	The BASC-2 consists of 5 measures: teacher rating scale, parent rating scale, direct student observation system, student self-report of personality, and structured developmental history, which may be used individually or in any combination Stony Brook QRC Information For QRC, only the teacher rating scale was used from the BASC (1992). The preschool version of the teacher rating scale includes 10 subscales: adaptability, aggression, anxiety, attention problems, atypicality, depression, hyperactivity, social skills, somatization, and withdrawal. Each scale is comprised of several items/statements to which the teacher indicates whether the behavior described occurs never, sometimes, often, or always. For QRC, five scales were used in the first three years (2002-2004): adaptability, aggression, attention problems, hyperactivity, and social skills. In 2005, teachers completed all subscales except for atypicality. **Age:** 2.6-18.11-year-olds (Publisher), 2.5-5-year-olds (QRC) **Language:** English (QRC)	Stony Brook QRC	1	Publisher Information: **Inter-Rater:** 2 **Internal Consistency:** 1 **Test-Retest:** 1	Publisher Information: **Concurrent:** 1 **Predictive:** 1	QRC Information **Personnel:** Teachers **Training:** describe the basic expectations, emphasizing the importance of responding to all of the items on the form. **Administration & Scoring Time:** 10-20 minutes	Publisher: 2
Caregiver-Teacher Report Form (C-TRF) - Teacher Report Achenbach, T. M. & Rescorla, L. A. (2000)	Teacher rating of social competence and problem behavior of children 1 1/2-5-years-old. A series of behaviors are rated on 3-point scales from 0-2. There are approximately 100 items for teachers to rate. Broadband scales of Internalizing and Externalizing problems and narrow band scales of Emotionally Reactive, Anxious/Depressed, Somatic Complaints, Withdrawn, Attention Problems, Aggressive Behavior, and Other Problems, are derived from a computerized scoring program. Norms exist to determine whether	NICHD	1	Publisher Information **Inter-Rater:** 1 **Internal Consistency**: Total score: 1 Internalizing: 1 Externalizing: 1 **Test-Retest:** 1	Publisher Information **Concurrent**: 1 **Predictive:** 3	Publisher Information **Personnel:** Completed by teacher **Training:** Instructions are provided to assist teachers in assigning ratings. **Administration & Scoring Time:** Not provided NICHD Information	Publisher: 1 NICHD: 2

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
	the child's behavior falls into the normal range, suggests that the child is at risk for problems, or indicates that the child's behavior is more akin to those with clinically diagnosed problems. NICHD used the 1991 version of the measure, which is nearly identical to the 2000 version. **Age**: 1½-5-year-olds (NICHD) **Language**: English (NICHD)					**Personnel:** Self-administered teacher questionnaire **Training:** Teacher questionnaire. Research assistants are trained in conducting preschool visits and providing instructions to teachers on how to complete the scale. **Administration & Scoring Time:** Approximately 30-40 minutes for teachers to complete.	
Child Behavior Checklist for Ages 1 ½ - 5 (CBCL/1½-5) - Parent Report Achenbach, T. M. & Rescorla, L. A. (2000)	Parent rating of social competence and problem behavior of children 1 ½ to 5-years-old. A series of behaviors are rated on 3-point scales from 0-2. Each version of the measure contains approximately 100 items. Broadband scales of Internalizing and Externalizing problems and narrow band scales of Emotionally Reactive, Anxious/Depressed, Somatic Complaints, Withdrawn, Sleep Problems, Attention Problems, Aggressive Behavior, and Other Problems, are derived from a computerized scoring program. Norms exist to determine whether the child's behavior falls into the normal range, suggests that the child is at risk for problems, or indicates that the child's behavior is more akin to those with clinically diagnosed problems. NICHD used the 1991 version of the measure, which is nearly identical to the 2000 version. **Age**: 1½ -5-year-olds (Publisher); 54 months (NICHD) **Language**: English (NICHD)	NICHD	1	Publisher Information **Inter-Rater**: Parent & trained examiner: 2 Inter-parent agreement: 2 **Internal Consistency**: CBCL total score: 1 CBCL internalizing: 1 CBCL Externalizing: 1 **Test-Retest**: 1	Publisher Information **Concurrent**: 1-2 **Predictive:** 1	Publisher Information **Personnel:** Completed by Parent **Training:** Instructions are provided to assist parents in assigning ratings. **Administration & Scoring Time:** Not Provided NICHD Information **Personnel:** Self-administered parent questionnaire **Training**: Parent questionnaire. Research assistants are trained in conducting preschool visits and providing instructions to parents on how to complete the scale. **Administration & Scoring Time:** Approximately 30 to 40 minutes for parents to complete.	Publisher: 1 NICHD: 2
Children's Behavior Questionnaire (CBQ) -- Mother Report Rothbart, Ahadi, & Hershey (1994)	Mother report of temperament in children. Fifteen aspects of temperament are assessed with 196 items that describe children's reactions to different situations. Items are rated on a 7-point scale. Three broad dimensions of temperament are obtained. Surgency includes approach, high intensity pleasure, smiling and laughter, activity level, impulsivity, and shyness. Negative affectivity includes discomfort, fear, anger/frustration, sadness, and falling reactivity and soothability. Effortful control includes inhibitory control, attentional focusing, low intensity pleasure, and perceptual sensitivity. NICHD Information Mothers completed only 80 items from the 8 scales on the original measure: Approach (10 of 13 items), Activity Level (10 of 13), and Shyness (10 of 13) from the Surgency dimension; Fear (10 of 13),	NICHD	Not Available	Publisher Information **Inter-Rater**: 2 **Internal Consistency**: 1-2 for 15 subscales **Split-Half:** Not Available **Test-Retest**: 1 NICHD Information **Internal Consistency:** 1-2 for 5 subscales used	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	Publisher Information **Personnel:** Self-administered parent questionnaire **Training:** Description not provided **Administration & Scoring Time:** Not Provided NICHD Information **Personnel:** Self-administered parent questionnaire **Training:** Parent questionnaire. Trained research assistants receive training on how to conduct home visits and provide instructions to parents on how to complete the scale. **Administration & Scoring Time:**	Publisher: Not Available NICHD: 2

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
	Anger/Frustration (10 of 13), and Sadness (10 of 12) from the negative Affectivity dimension; and 1 additional item about help seeking. **Age:** 3-8-year-olds (Publisher); 54 months (NICHD) **Language:** English (NICHD)					Not Provided	
Children's Behavior Questionnaire (CBQ) -- Caregiver Report Rothbart, Ahadi, & Hershey (1994)	Teacher report of temperament in children. Fifteen aspects of temperament are assessed with 196 items that describe children's reactions to different situations. Items are rated on a 7-point scale. Three broad dimensions of temperament are obtained. Surgency includes approach, high intensity pleasure, smiling and laughter, activity level, impulsivity, and shyness. Negative affectivity includes discomfort, fear, anger/frustration, sadness, and falling reactivity and soothability. Effortful control includes inhibitory control, attentional focusing, low intensity pleasure, and perceptual sensitivity. NICHD Information Caregivers completed only 48 items: Anger/Frustration (10 of 13), Inhibitory Control (10 of 13), Shyness (10 of 13), Sadness (10 of 13), and Attentional Focusing (8 of 90). **Age:** 3-8-year-olds (Publisher); 54 months (NICHD) **Language:** English (NICHD)	NICHD	Not Available	Publisher Information **Inter-Rater**: 2 **Internal Consistency**: 1-2 for 15 subscales **Split-Half:** Not Available **Test-Retest**: 1 NICHD Information **Internal Consistency**: 1-2 for 5 subscales used	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	Publisher Information **Personnel:** Self-administered caregiver report **Training:** Not Available **Administration & Scoring Time:** Not Provided NICHD Information **Personnel:** Self-administered caregiver report **Training:** Teacher questionnaire. Research assistants are trained in conducting preschool visits and providing instructions to teachers on how to complete the scale. **Administration & Scoring Time:** Not Provided	Publisher: Not Available NICHD: 2
Delay of Gratification Aber, Rodriguez, Michel, & Shoda (1995) Block & Block (1980) Funder, Block, & Block (1983) Mischel (1981) Mischel, Shoda, & Rodriguez (1989) Rodriguez, Mischel, & Shoda (1989) Shoda, Mischel, & Peake (1990)	Direct child measure of self-regulation. After identifying which of three types of foods a child likes most (M&Ms, animal crackers, pretzels), the child will be offered a choice between (a) waiting (for 7 minutes) until the experimenter returns to the lab room on her own and receiving a larger quantity of preferred food, or (b) ringing a bell to bring the experimenter back to the room and thus receiving a smaller amount of food. Both the larger and smaller quantities of food are placed in front of the child while s/he waits. In addition to scoring the length of time the child could wait all by him/herself with both quantities of food placed directly in front of him/her on a paper plate, videotapes of the procedure are coded to determine the amount of time the child spent attending to the food reward and the amount of time the child spent not attending to the food reward. **Age**: 4-5-year-olds (Publisher); 54 months (NICHD) **Language**: English (NICHD)	NICHD	Not Available	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	Publisher Information **Personnel:** Not Available **Training:** Not Available **Administration & Scoring Time:** Not Available NICHD Information **Personnel:** Trained research assistants **Training:** Provide trainees with manuals with overview, materials, and procedures. Trainees videotape two completed sessions for researcher to review for certification. **Administration & Scoring Time:** 12 minutes	Publisher: Not Available NICHD: 2

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
Father-Child Interaction for the Three-Bag Task	Observation of father and child while playing with three different sets of toys each placed in a separate bag labeled "1," "2," or "3." The dyad is told that they have 15 minutes to play with three bags of toys. The first bag contained a book, the second bag contained play doh and utensils, and the third bag contained a medical kit. The only instruction was that they play with the toys in numerical order, beginning with bag #1 and ending with bag #3. The child's behavior was coded for child engagement of parent, child's quality of play, and child's negativity toward parent. **Age:** 6 months - 6-year-olds (with modifications to activities) (Publisher); 4-5-year-olds (TPK) **Language**: English & Spanish (TPK)	TPK	Not Available	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	Publisher Information **Personnel:** Trained research assistant **Training:** Research assistants were trained through the use of a detailed manual, as well as on instructions to provide to the parent and use of the video camera. After training, each observer submitted two videotapes of an interaction for certification. **Administration & Scoring Time:** 15 minutes TPK Information **Personnel:** Trained research assistant **Training:** For the Child Assessment Protocol, each new data collector submitted a videotape of the protocol administration for certification purposes. Data collectors received instrument training and practice before being videotaped. **Administration & Scoring Time:** 15 minutes	Publisher & TPK: 2
Howes Peer Play Observation Scale (modified by FACES Research Team) Howes, C. & Matheson, C.C. (1992) and Howes, C. & Stewart, P. (1987)	Observational measure of extent and nature of child's play with other children and teachers or other adults during free-play periods. FACES Information The Howes was used to collect data in four categories: activity setting (5 possible responses), social play (7 possible responses), cognitive use of object (6 responses), and adult interaction (3 responses). Up to six children in each classroom were observed for alternating 20-second intervals during free play until the free play session ended. A minimum of 30 20-second intervals for each child is required for analysis. TPK Information Observational measure of extent and nature of child's interaction with other children and teachers or other adults during free-play periods. Children's behaviors were coded for social play, peer content, and the teacher-child relationship. **Age:** 3-5-year-olds (FACES) 4-year-olds (TPK) **Language:** English (FACES, TPK)	FACES TPK	1	Publisher Information **Inter-Rater:** 1-2 **Internal Consistency:** 3 **Split-Half:** 3 **Test-Retest:** 3 FACES Information **Inter-Rater:** 3 **Internal Consistency:** 3 **Split-Half:** 3 **Test-Retest:** 3	Publisher Information **Concurrent:** 3 **Predictive:** 3 FACES Information **Concurrent:** 3 **Predictive:** 3	FACES Information **Personnel:** Trained paraprofessional **Training:** Half day of lecture/videotape review; 2 practice observation sessions; debriefing of practice sessions. (Estimate 2-3 days). **Administration & Scoring Time:** Needs to be administered during free play, free choice, learning centers, or outdoor play (e.g., when children not engaged in teacher directed or routine activities). Can be conducted in conjunction with other classroom observational measures (e.g., ECERS). At times, a second day is required to collect additional intervals. Scoring is completed during administration.	FACES: 1

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
Parent-Child Interaction for the Play Doh Task	Observation of parent and child engaged in free play with 2 cans of play-doh, one wooden dowel (used as a roller), and one small cookie cutter for 8 minutes. The scales for child behavior include: child engagement of parent, child's quality of play, and child's negativity toward parent. This was done with mothers. Publisher Information **Age:** 6 months - 6-year-olds with modifications to activities **Language:** English & Spanish **Age:** 4-year-olds (TPK) **Language:** English & Spanish (TPK)	TPK	Not Available	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	Publisher Information **Personnel:** Trained research assistant **Training:** Research assistants were trained through the use of a detailed manual, as well as on instructions to provide to the parent and use of the video camera. After training, each observer submitted two videotapes of an interaction for certification. **Administration & Scoring Time:** 15 minutes TPK Information **Personnel:** Trained research assistant **Training:** For the Child Assessment Protocol, each new data collector submitted a videotape of the protocol administration for certification purposes. Data collectors received instrument training and practice before being videotaped. **Administration & Scoring Time:** 8 minutes	Publisher & TPK: 2
Parent-Child Interaction Task Egeland & Heister (1993)	Observation of a parent or other adult and child interacting in a semi-structured 15-minute play interaction. The interaction activities included two tasks that are too difficult for the child to carry out independently and require the parent's instruction and assistance. A third activity is included that encourages play between the mother and child. Ratings scales are used to assess the quality of the interaction between the mother and the child. Expressions of affect are also coded, as well as the child's emotional regulation with the mother in a potentially exciting and/or frustrating activity. Child persistence with the task is coded. **Age**: 6 months to 6-year-olds (Publisher); 54 months (NICHD) **Language**: English (NICHD)	NICHD	Not Available	Publisher Information **Inter-Rater**: 1-2 **Internal Consistency**: 1 NICHD Information **Inter-Rater**: 1-2 **Internal Consistency**: 1	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	NICHD Information **Personnel:** Trained research assistants **Training:** Trainees are given a detailed manual to review before creating a videotape of them conducting the mother-child interaction procedure for certification. The tape is sent, along with a self-monitoring form to be certified. **Administration & Scoring Time:** 20 minutes	NICHD: 2

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
Social Competence and Behavior Evaluation (SCBE-30) LaFreniere, & Dumas (1996)	Teacher report of child's social-emotional development. The scale is a 30-item Social Competence and Behavior Evaluation, which was modified from the longer 80-item version of the SCBE. The 30-item version has a 10-item social competence composite subscale (items tap constructs such as calm, cooperative, prosocial, and joyful). It also contains anger-aggression, and anxiety-withdrawal scales. **Age:** 30-78 months (Publisher) 4-year-olds (ERF) **Language:** English (ERF)	ERF	1	Publisher Information **Inter-Rater:** 1-2 **Internal Consistency:** 1 **Split-Half:** 3 **Test-Rest:** 1	Publisher Information **Concurrent:** Anger-Aggression: 1 Anxiety-Withdrawal: 1 **Predictive:** 3	Publisher Information **Personnel:** Teachers complete the measure and profiles and interpretations are provided in the manual **Training:** For those interpreting the results information is provided in the manual. A computerized scoring system is also available. **Administration & Scoring Time:** 10-15 minutes to complete and approximately 10 minutes to score. ERF Information **Personnel:** Trained child assessors **Training:** Teacher questionnaire - no training required. **Administration & Scoring Time**: 10-15 minutes to complete and 10 minutes to score.	Publisher & ERF: 1
Social Skills Rating System – Parent Gresham, F.M. & Elliot, S.N. (1990)	Parent report form, which consists of two scales, Social Skills and Problem Behaviors. Parents rate how often a social behavior occurs on a 3-point scale. The Social Skills scale contains four subscales: Cooperation, Assertion, Responsibility, and Self-Control. Problem Behaviors includes two subscales, externalizing problems and internalizing problems to tap behavior that may interfere with the production of desired social skills. The frequency of the behaviors is rated on a 3-point scale. **Age:** 3-18 (Publisher) 4-5-year-olds (PCER); 54 months (NICHD) **Language:** English (PCER; NICHD)	PCER NICHD	Not Available	Publisher Information **Internal Consistency**: Cooperation: 1 Assertion: 1 Responsibility: 1 Self Control: 1 Total Social Skills: 1 Externalizing: 1 Internalizing: 2 Total Problem Behaviors: 1 Parent Relations: 3 Peer Competence: 3 PCER Information **Internal Consistency**: Cooperation: 2 Assertion: 1 Responsibility: 2 Self Control: 1 Total Social Skills: 1 Externalizing: 2 Internalizing: 2 Total Problem Behaviors: 1 Parent Relations: 2 Peer Competence: 2 Preschool Total scale and subscales: 1	Publisher Information **Concurrent:** 1 **Predictive:** Not Available	PCER Information **Personnel:** Trained research assistants **Training:** Parent questionnaire. Trained research assistants receive training on how to conduct home visits and provide instructions to parents on how to complete the scale. **Administration & Scoring Time:** Approximately 15-20 minutes	Not Available

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
Social Skills Rating System-Teacher	A teacher assessment of the social behaviors of children and adolescents. This test evaluates a broad range of socially validated behaviors-behaviors that affect teacher-student relationships, peer acceptance, academic performance, etc. The SSRS assesses children who have problems with behavior and interpersonal skills, detects the problem behaviors behind shyness, trouble initiating conversation, and difficulty making friends, and is used to select behaviors for treatment and assist in planning intervention. The teacher form has three subscales: the Social Skills Scale, the Problem Behaviors Scale and the Academic Competence Scale. The Social Skills Scale measures positive social behaviors, and has four subscales: Cooperation, Empathy, Assertion, Self-Control, and responsibility. The Problem Behaviors Scale measures behaviors that can interfere with development of positive social skills, and has two subscales: Externalizing Problems and Internalizing Problems. **Age:** 3-18-year-olds (Publisher); 4-5-year-olds (PCER) **Language:** English (PCER)	PCER	2	Publisher Information **Inter-Rater:** 2 **Internal Consistency:** 1	**Concurrent:** Not Available **Predictive:** Not Available	PCER Information **Personnel:** Professionals (data interpretation) **Training:** Respondent needs to be able to read at a third-grade level or above and have spent several days a week with the child for at least 2 months prior to rating. Data interpreters must have training in psychological testing. **Administration & Scoring Time:** 15-25 minutes	Not Available
COOPERATION							
Attribution Bias Questionnaire Howes, Hamilton, & Matheson (1994) Feshbach, L. (1990) Dodge, Petit, McClaskey & Brown (1986)	Child interview in which children are presented with four ambiguous stories (without pictures) involving (a) having a special toy taken by another child, (b) being hit by a ball, (c) being tripped, and (d) having grape juice spilled on the child. The child chooses between a benign or hostile intent for the ambiguous situation. NICHD Information Originally designed for boys. A girl's version was developed by changing the names of the characters **Age:** 54 months (Publisher, NICHD) **Language**: English (NICHD)	NICHD	Not Available	Publisher Information **Inter-Rater**: 1-2 **Internal Consistency:** Not Available	Publisher Information **Concurrent**: Not Available **Predictive**: Not Available	Publisher Information: **Personnel:** Trained research assistants **Training:** Not Available **Administration & Scoring Time:** Not Available NICHD Information: **Personnel:** Trained research assistants **Training:** Trainees are provided manuals that explain the procedures. Each trainee practices and then sends 2 videotapes, along with score sheets for certification purposes. Once certified, trainees are allowed to administer this assessment **Administration & Scoring Time:** Not Available	

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
Behavior Assessment System for Children (BASC-2) Reynolds & Kamphaus (2004)	The BASC-2 consists of 5 measures: teacher rating scale, parent rating scale, direct student observation system, student self-report of personality, and structured developmental history, which may be used individually or in any combination Stony Brook QRC Information For QRC, only the teacher rating scale was used from the BASC (1992). The preschool version of the teacher rating scale includes 10 subscales: adaptability, aggression, anxiety, attention problems, atypicality, depression, hyperactivity, social skills, somatization, and withdrawal. Each scale is comprised of several items/statements to which the teacher indicates whether the behavior described occurs never, sometimes, often, or always. For QRC, five scales were used in the first three years (2002-2004): adaptability, aggression, attention problems, hyperactivity, and social skills. In 2005, teachers completed all subscales except for atypicality. **Age:** 2.6-18.11-year-olds (Publisher), 2.5-5-year-olds (QRC) **Language:** English (QRC)	Stony Brook QRC	1	Publisher Information: **Inter-Rater:** 2 **Internal Consistency:** 1 **Test-Retest:** 1	Publisher Information: **Concurrent:** 1 **Predictive:** 1	QRC Information **Personnel:** Teachers **Training:** describe the basic expectations, emphasizing the importance of responding to all of the items on the form. **Administration & Scoring Time:** 10-20 minutes	
California Preschool Social Competency Scale Ladd & Price (1987) Levine, Elzey & Lewis (1969)	Parent ratings of the child using 4-point scales. The CPSC is a 30-item questionnaire with items including measures of the child's abilities to interact with peers, persistence on tasks, ability to follow instructions, ability to communicate effectively, and ability to respond confidently in unfamiliar situations. The three factors identified on the CPSC are task mastery, materials sharing, and peer involvement. Four additional items include cooperative play, rule following, empathy and aggression. **Age**: 3-6-year-olds (Publisher); 54 months (NICHD) **Language**: English (NICHD)	NICHD	Not Available	Publisher Information **Inter-Rater**: 2 **Internal Consistency:** Not Available **Split-Half:** 1 **Test-Retest:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	Publisher Information **Personnel:** Self-administered parent questionnaire **Training:** Not Available **Administration & Scoring:** Not Available NICHD Information **Personnel:** Self-administered parent questionnaire **Training:** Parent questionnaire. Trained research assistants receive training on how to conduct home visits and provide instructions to parents on how to complete the scale. **Administration & Scoring Time:** 5-10 minutes for parents to complete.	

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
Caregiver-Teacher Report Form (C-TRF) - Teacher Report Achenbach, T. M. & Rescorla, L. A. (2000)	Teacher rating of social competence and problem behavior of children 1 1/2-5-years-old. A series of behaviors are rated on 3-point scales from 0-2. There are approximately 100 items for teachers to rate. Broadband scales of Internalizing and Externalizing problems and narrow band scales of Emotionally Reactive, Anxious/Depressed, Somatic Complaints, Withdrawn, Attention Problems, Aggressive Behavior, and Other Problems, are derived from a computerized scoring program. Norms exist to determine whether the child's behavior falls into the normal range, suggests that the child is at risk for problems, or indicates that the child's behavior is more akin to those with clinically diagnosed problems. NICHD used the 1991 version of the measure, which is nearly identical to the 2000 version. **Age**: 1½-5-year-olds (NICHD) **Language**: English (NICHD)	NICHD	1	Publisher Information **Inter-Rater:** 1 **Internal Consistency**: Total score: 1 Internalizing: 1 Externalizing: 1 **Test-Retest:** 1	Publisher Information **Concurrent**: 1 **Predictive:** 3	Publisher Information **Personnel:** Completed by teacher **Training:** Instructions are provided to assist teachers in assigning ratings. **Administration & Scoring Time:** Not Available NICHD Information **Personnel:** Self-administered teacher questionnaire **Training:** Teacher questionnaire. Research assistants are trained in conducting preschool visits and providing instructions to teachers on how to complete the scale. **Administration & Scoring Time:** Approximately 30-40 minutes for teachers to complete.	
Child Behavior Checklist for Ages 1 ½ - 5 (CBCL/1½-5) - Parent Report Achenbach, T. M. & Rescorla, L. A. (2000)	Parent rating of social competence and problem behavior of children 1 ½ to 5-years-old. A series of behaviors are rated on 3-point scales from 0-2. Each version of the measure contains approximately 100 items. Broadband scales of Internalizing and Externalizing problems and narrow band scales of Emotionally Reactive, Anxious/Depressed, Somatic Complaints, Withdrawn, Sleep Problems, Attention Problems, Aggressive Behavior, and Other Problems, are derived from a computerized scoring program. Norms exist to determine whether the child's behavior falls into the normal range, suggests that the child is at risk for problems, or indicates that the child's behavior is more akin to those with clinically diagnosed problems. NICHD used the 1991 version of the measure, which is nearly identical to the 2000 version. **Age**: 1½ -5-year-olds (Publisher); 54 months (NICHD) **Language**: English (NICHD)	NICHD	1	Publisher Information **Inter-Rater**: Parent & trained examiner: 2 Inter-parent agreement: 2 **Internal Consistency**: CBCL total score: 1 CBCL internalizing: 1 CBCL Externalizing: 1 **Test-Retest**: 1	Publisher Information **Concurrent**: 1-2 **Predictive:** 1	Publisher Information **Personnel:** Completed by Parent **Training:** Instructions are provided to assist parents in assigning ratings. **Administration & Scoring Time:** Not Available NICHD Information **Personnel:** Self-administered parent questionnaire **Training**: Parent questionnaire. Research assistants are trained in conducting preschool visits and providing instructions to parents on how to complete the scale. **Administration & Scoring Time:** Approximately 30 to 40 minutes for parents to complete.	Publisher: 1 NICHD: 2

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
Children's Behavior Questionnaire (CBQ) – Mother Report Rothbart, Ahadi, & Hershey (1994)	Mother report of temperament in children. Fifteen aspects of temperament are assessed with 196 items that describe children's reactions to different situations. Items are rated on a 7-point scale. Three broad dimensions of temperament are obtained. Surgency includes approach, high intensity pleasure, smiling and laughter, activity level, impulsivity, and shyness. Negative affectivity includes discomfort, fear, anger/frustration, sadness, and falling reactivity and soothability. Effortful control includes inhibitory control, attentional focusing, low intensity pleasure, and perceptual sensitivity. NICHD Information Mothers completed only 80 items from the 8 scales on the original measure: Approach (10 of 13 items), Activity Level (10 of 13), and Shyness (10 of 13) from the Surgency dimension; Fear (10 of 13), Anger/Frustration (10 of 13), and Sadness (10 of 12) from the negative Affectivity dimension; and 1 additional item about help seeking. **Age:** 3-8-year-olds (Publisher); 54 months (NICHD) **Language:** English (NICHD)	NICHD	Not Available	Publisher Information **Inter-Rater**: 2 **Internal Consistency**: 1-2 for 15 subscales **Split-Half:** Not Available **Test-Retest**: 1 NICHD Information **Internal Consistency:** 1-2 for 5 subscales used	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	Publisher Information **Personnel:** Self-administered parent questionnaire **Training:** Description not provided **Administration & Scoring Time:** Not Available NICHD Information **Personnel:** Self-administered parent questionnaire **Training:** Parent questionnaire. Trained research assistants receive training on how to conduct home visits and provide instructions to parents on how to complete the scale. **Administration & Scoring Time:** Not Available	Publisher: Not Available NICHD: 2
Friendship Interaction Coding NICHD Study of Early Child Care	Observation of child interacting with a friend during three structured play sessions. The sessions are videotaped and coded using 10 ratings of social behavior. The first play session involves a Mickey Mouse pop-up game, the second a View master, and the third a doctor kit and a doll. At the end of each play session, the observer codes one dyadic rating of the overall study-child friend relationship, 7 study child ratings, and 2 ratings of the friend. All ratings except 1 (Prosocial Behavior II) are coded using a 5-point scale. Prosocial Behavior II is coded on a 3-point scale. **Age**: 54 Months (NICHD) **Language**: English (NICHD)	NICHD	Not Available	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	NICHD Information **Personnel:** Research assistants **Training:** Trainees are provided with a manual describing the procedures and guidelines for certification. Once familiar with the assessment, trainees videotape themselves going through the entire procedure (i.e. setting up the room through giving children stickers). After receiving feedback, one additional videotape is made for final certification. The criteria for certification are the incorporation of previous feedback and no more than 3 major problems noted on the self-monitoring form. **Administration & Scoring Time:** 20 minutes for observation	NICHD: 1

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
Howes Peer Play Observation Scale (modified by FACES Research Team) Howes, C., & Matheson, C.C. (1992) and Howes, C., & Stewart, P. (1987)	Observational measure of extent and nature of child's play with other children and teachers or other adults during free-play periods. FACES Information The Howes was used to collect data in four categories: activity setting (5 possible responses), social play (7 possible responses), cognitive use of object (6 responses), and adult interaction (3 responses). Up to six children in each classroom were observed for alternating 20-second intervals during free play until the free play session ended. A minimum of 30 20-second intervals for each child is required for analysis. TPK Information Observational measure of extent and nature of child's interaction with other children and teachers or other adults during free-play periods. Children's behaviors were coded for social play, peer content, and the teacher-child relationship. **Age:** 3 - 5-year-olds (FACES) 4-year-olds (TPK) **Language:** English (FACES, TPK)	FACES TPK	1	Publisher Information **Inter-Rater:** 1-2 **Internal Consistency:** 3 **Split-Half:** 3 **Test-Retest:** 3 FACES Information **Inter-Rater:** 3 **Internal Consistency:** 3 **Split-Half:** 3 **Test-Retest:** 3	Publisher Information **Concurrent:** 3 **Predictive:** 3 FACES Information **Concurrent:** 3 **Predictive:** 3	FACES Information **Personnel:** Trained paraprofessional **Training:** Half day of lecture/videotape review; 2 practice observation sessions; debriefing of practice sessions. (Estimate 2-3 days). **Administration & Scoring Time:** Needs to be administered during free play, free choice, learning centers, or outdoor play (e.g., when children not engaged in teacher directed or routine activities). Can be conducted in conjunction with other classroom observational measures (e.g., ECERS). At times, a second day is required to collect additional intervals. Scoring is completed during administration.	FACES: 1
Playmate Questionnaire Clark, & Ladd (2000) Vandell (1995) Rubin, Bukowski, & Parker (1998)	Mother report of up to six regular playmates of the child's. The mother then reports the age, sex, and ethnicity of one or two playmates, where they play, and how often they play. An additional 19 items ask the respondent to rate interaction processes characteristic of the child-playmate dyad, including interactional harmony, balance, and conflict, on a 4-point scale. The interaction process items are adapted from Quality of Classroom Friends, a teacher rating scale of the quality of children's friendships. NICHD Study Modifications: Some of the interaction items adapted from Clark & Ladd (2000) are reworded because mothers rather than teachers completed the measure. Mothers reported demographic characteristics of two playmates. **Age:** 4-6-year-olds (Publisher); 54 months (NICHD) **Language:** English (NICHD)	NICHD	Not Available	Publisher Information **Inter-Rater**: Harmony: 2 Conflict: 2 **Internal Consistency**: Harmony: 1 Conflict: 1 **Split-Half:** Not Available **Test-Retest:** Not Available NICHD Information **Internal Consistency:** 1	Publisher Information **Concurrent:** 2 **Predictive:** Not Available	Publisher Information **Personnel:** Parent questionnaire **Training:** Self-administered parent questionnaire. **Administration & Scoring Time:** Not available NICHD Information **Personnel:** Trained research assistants **Training:** Parent questionnaire. Trained research assistants receive training on how to conduct home visits and provide instructions to parents on how to complete the scale. **Administration & Scoring Time:** Not available	Publisher: 1 NICHD: 2
Social Competence and Behavior Evaluation (SCBE-30) LaFreniere, & Dumas (1996)	Teacher report of child's social-emotional development. The scale is a 30-item Social Competence and Behavior Evaluation, which was modified from the longer 80-item version of the SCBE. The 30-item version has a 10-item social competence composite subscale (items tap constructs such as calm, cooperative, prosocial, and joyful). It also contains anger-aggression, and	ERF	1	Publisher Information **Inter-Rater:** 1-2 **Internal Consistency:** 1 **Split-Half:** 3 **Test-Rest:** 1	Publisher Information **Concurrent:** Anger-Aggression: 1 Anxiety-Withdrawal: 1 **Predictive:** 3	Publisher Information **Personnel:** Teachers complete the measure and profiles and interpretations are provided in the manual **Training:** For those interpreting the results information is provided in the manual. A computerized	Publisher & ERF: 1

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
	anxiety-withdrawal scales. **Age:** 30-78 months (Publisher) 4-year-olds (ERF) **Language:** English (ERF)					scoring system is also available. **Administration & Scoring Time:** 10-15 minutes to complete and approximately 10 minutes to score. ERF Information **Personnel:** Trained child assessors **Training:** Teacher questionnaire - no training required. **Administration & Scoring Time**: 10-15 minutes to complete and 10 minutes to score.	
Social Problem-Solving Test Revised Rubin (1983) Rubin (1982) Rubin, Bream, & Rose-Krasnor (1991) Rubin, & Clark (1983) Rubin, & Krasnor (1986)	Direct child measure designed to assess both the quantitative and qualitative dimensions of social problem solving. The child is presented with a series of problem situations in which a story character either wishes to gain access to a toy or material in another child's possession or to meet and become friendly with an unfamiliar child. The child being tested is then asked what the story character could do or say in each situation to accomplish the desired goal. Two such responses are requested for each situation. The child is then asked what he or she would do in such a situation. Responses are coded for relevancy, flexibility, and type of solution. NICHD Information The number of stories was reduced from 8 to 5 due to time constraints. **Age**: 3-year-olds and up (Publisher); 54 months (NICHD) **Language**: English (NICHD)	NICHD	Not Available	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	NICHD Information **Personnel:** Trained research assistants **Training:** Trainees are provided with manuals that provided detail on administration procedures. After practicing the assessment they videotape 2 administrations and complete the self-monitoring forms for certification. **Administration & Scoring Time:** 10 minutes	NICHD: 2
Social Skills Rating System Parent Gresham, F.M. & Elliot, S.N. (1990)	Parent report form, which consists of two scales, Social Skills and Problem Behaviors. Parents rate how often a social behavior occurs on a 3-point scale. The Social Skills scale contains four subscales: Cooperation, Assertion, Responsibility, and Self-Control. Problem Behaviors includes two subscales, externalizing problems and internalizing problems to tap behavior that may interfere with the production of desired social skills. The frequency of the behaviors is rated on a 3-point scale. **Age:** 3-18 (Publisher) 4-5-year-olds (PCER); 54 months (NICHD) **Language:** English (PCER; NICHD)	PCER NICHD	Not Available	Publisher Information **Internal Consistency**: Cooperation: 1 Assertion: 1 Responsibility: 1 Self Control: 1 Total Social Skills: 1 Externalizing: 1 Internalizing: 2 Total Problem Behaviors: 1 Parent Relations: 3 Peer Competence: 3 PCER Information **Internal Consistency**:	Publisher Information **Concurrent:** 1 **Predictive:** Not Available	PCER Information **Personnel:** Trained research assistants **Training:** Parent questionnaire. Trained research assistants receive training on how to conduct home visits and provide instructions to parents on how to complete the scale. **Administration & Scoring Time:** Approximately 15-20 minutes	Not Available

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
				Cooperation: 2 Assertion: 1 Responsibility: 2 Self Control: 1 Total Social Skills: 1 Externalizing: 2 Internalizing: 2 Total Problem Behaviors: 1 Parent Relations: 2 Peer Competence: 2 Preschool Total scale and subscales: 1			
Social Skills Rating System-Teacher Gresham, F.M. & Elliot, S.N. (1990)	A teacher assessment of the social behaviors of children and adolescents. This test evaluates a broad range of socially validated behaviors-behaviors that affect teacher-student relationships, peer acceptance, academic performance, etc. The SSRS assesses children who have problems with behavior and interpersonal skills, detects the problem behaviors behind shyness, trouble initiating conversation, and difficulty making friends, and is used to select behaviors for treatment and assist in planning intervention. The teacher form has three subscales: the Social Skills Scale, the Problem Behaviors Scale and the Academic Competence Scale. The Social Skills Scale measures positive social behaviors, and has four subscales: Cooperation, Empathy, Assertion, Self-Control, and responsibility. The Problem Behaviors Scale measures behaviors that can interfere with development of positive social skills, and has two subscales: Externalizing Problems and Internalizing Problems. **Age:** 3-18-year-olds (Publisher); 4-5-year-olds (PCER) **Language:** English (PCER)	PCER	2	Publisher Information **Inter-Rater:** 2 **Internal Consistency:** 1	**Concurrent:** Not Available **Predictive:** Not Available	PCER Information **Personnel:** Professionals (data interpretation) **Training:** Respondent needs to be able to read at a third-grade level or above and have spent several days a week with the child for at least 2 months prior to rating. Data interpreters must have training in psychological testing. **Administration & Scoring Time:** 15-25 minutes	Not Available
SOCIAL RELATIONSHIPS							
Attribution Bias Questionnaire Howes, Hamilton, & Matheson (1994) Feshbach, L. (1990) Dodge, Petit, McClaskey & Brown (1986)	Child interview in which children are presented with four ambiguous stories (without pictures) involving (a) having a special toy taken by another child, (b) being hit by a ball, (c) being tripped, and (d) having grape juice spilled on the child. The child chooses between a benign or hostile intent for the ambiguous situation. NICHD Information Originally designed for boys. A girl's version was developed by changing the names of the characters **Age:** 54 months (Publisher, NICHD) **Language**: English (NICHD)	NICHD	**Not Available**	Publisher Information **Inter-Rater**: 1-2 **Internal Consistency:** Not Available	Publisher Information **Concurrent**: Not Available **Predictive**: Not Available	Publisher Information: **Personnel:** Trained research assistants **Training:** Description not provided **Administration & Scoring Time:** Not provided NICHD Information: **Personnel:** Trained research assistants **Training:** Trainees are provided manuals that explain the	Publisher & NICHD: 2

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
						procedures. Each trainee practices and then sends 2 videotapes, along with score sheets for certification purposes. Once certified, trainees are allowed to administer this assessment **Administration & Scoring Time:** Not Provided	
Behavior Assessment System for Children (BASC-2) Reynolds & Kamphaus (2004)	The BASC-2 consists of 5 measures: teacher rating scale, parent rating scale, direct student observation system, student self-report of personality, and structured developmental history, which may be used individually or in any combination Stony Brook QRC Information For QRC, only the teacher rating scale was used from the BASC (1992). The preschool version of the teacher rating scale includes 10 subscales: adaptability, aggression, anxiety, attention problems, atypicality, depression, hyperactivity, social skills, somatization, and withdrawal. Each scale is comprised of several items/statements to which the teacher indicates whether the behavior described occurs never, sometimes, often, or always. For QRC, five scales were used in the first three years (2002-2004): adaptability, aggression, attention problems, hyperactivity, and social skills. In 2005, teachers completed all subscales except for atypicality. **Age:** 2.6-18.11-year-olds (Publisher), 2.5-5-year-olds (QRC) **Language:** English (QRC)	Stony Brook QRC	1	Publisher Information: **Inter-Rater:** 2 **Internal Consistency:** 1 **Test-Retest:** 1	Publisher Information: **Concurrent:** 1 **Predictive:** 1	QRC Information **Personnel:** Teachers **Training:** describe the basic expectations, emphasizing the importance of responding to all of the items on the form. **Administration & Scoring Time:** 10-20 minutes	Publisher: 2
California Preschool Social Competency Scale Ladd & Price (1987) Levine, Elzey & Lewis (1969)	Parent ratings of the child using 4-point scales. The CPSC is a 30-item questionnaire with items including measures of the child's abilities to interact with peers, persistence on tasks, ability to follow instructions, ability to communicate effectively, and ability to respond confidently in unfamiliar situations. The three factors identified on the CPSC are task mastery, materials sharing, and peer involvement. Four additional items include cooperative play, rule following, empathy and aggression. **Age**: 3-6-year-olds (Publisher); 54 months (NICHD) **Language**: English (NICHD)	NICHD	Not Available	Publisher Information **Inter-Rater**: 2 **Internal Consistency:** Not Available **Split-Half:** 1 **Test-Retest:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	Publisher Information **Personnel:** Self-administered parent questionnaire **Training:** Not Available **Administration & Scoring:** Not Available NICHD Information **Personnel:** Self-administered parent questionnaire **Training:** Parent questionnaire. Trained research assistants receive training on how to conduct home visits and provide instructions to parents on how to complete the scale.	Publisher: Not Available NICHD: 2

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
						Administration & Scoring Time: 5-10 minutes for parents to complete.	
Caregiver-Teacher Report Form (C-TRF) - Teacher Report Achenbach, T. M. & Rescorla, L. A. (2000)	Teacher rating of social competence and problem behavior of children 1 1/2-5-years-old. A series of behaviors are rated on 3-point scales from 0-2. There are approximately 100 items for teachers to rate. Broadband scales of Internalizing and Externalizing problems and narrow band scales of Emotionally Reactive, Anxious/Depressed, Somatic Complaints, Withdrawn, Attention Problems, Aggressive Behavior, and Other Problems, are derived from a computerized scoring program. Norms exist to determine whether the child's behavior falls into the normal range, suggests that the child is at risk for problems, or indicates that the child's behavior is more akin to those with clinically diagnosed problems. NICHD used the 1991 version of the measure, which is nearly identical to the 2000 version. **Age**: 1½-5-year-olds (NICHD) **Language**: English (NICHD)	NICHD	1	Publisher Information **Inter-Rater:** 1 **Internal Consistency**: Total score: 1 Internalizing: 1 Externalizing: 1 **Test-Retest:** 1	Publisher Information **Concurrent**: 1 **Predictive:** 3	Publisher Information **Personnel:** Completed by teacher **Training:** Instructions are provided to assist teachers in assigning ratings. **Administration & Scoring Time:** Not Available NICHD Information **Personnel:** Self-administered teacher questionnaire **Training:** Teacher questionnaire. Research assistants are trained in conducting preschool visits and providing instructions to teachers on how to complete the scale. **Administration & Scoring Time:** Approximately 30-40 minutes for teachers to complete.	Publisher: 1 NICHD: 2
Child Behavior Checklist for Ages 1 ½ - 5 (CBCL/1½-5) - Parent Report Achenbach, T. M. & Rescorla, L. A. (2000)	Parent rating of social competence and problem behavior of children 1 ½ to 5-years-old. A series of behaviors are rated on 3-point scales from 0-2. Each version of the measure contains approximately 100 items. Broadband scales of Internalizing and Externalizing problems and narrow band scales of Emotionally Reactive, Anxious/Depressed, Somatic Complaints, Withdrawn, Sleep Problems, Attention Problems, Aggressive Behavior, and Other Problems, are derived from a computerized scoring program. Norms exist to determine whether the child's behavior falls into the normal range, suggests that the child is at risk for problems, or indicates that the child's behavior is more akin to those with clinically diagnosed problems. NICHD used the 1991 version of the measure, which is nearly identical to the 2000 version. **Age**: 1½ -5-year-olds (Publisher); 54 months (NICHD) **Language**: English (NICHD)	NICHD	1	Publisher Information **Inter-Rater**: Parent & trained examiner: 2 Inter-parent agreement: 2 **Internal Consistency**: CBCL total score: 1 CBCL internalizing: 1 CBCL Externalizing: 1 **Test-Retest**: 1	Publisher Information **Concurrent**: 1-2 **Predictive:** 1	Publisher Information **Personnel:** Completed by Parent **Training:** Instructions are provided to assist parents in assigning ratings. **Administration & Scoring Time:** Not Available NICHD Information **Personnel:** Self-administered parent questionnaire **Training**: Parent questionnaire. Research assistants are trained in conducting preschool visits and providing instructions to parents on how to complete the scale. **Administration & Scoring Time:** Approximately 30-40 minutes for parents to complete.	Publisher: 1 NICHD: 2

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
Children's Behavior Questionnaire (CBQ) -- Mother Report Rothbart, Ahadi, & Hershey (1994)	Mother report of temperament in children. Fifteen aspects of temperament are assessed with 196 items that describe children's reactions to different situations. Items are rated on a 7-point scale. Three broad dimensions of temperament are obtained. Surgency includes approach, high intensity pleasure, smiling and laughter, activity level, impulsivity, and shyness. Negative affectivity includes discomfort, fear, anger/frustration, sadness, and falling reactivity and soothability. Effortful control includes inhibitory control, attentional focusing, low intensity pleasure, and perceptual sensitivity. NICHD Information Mothers completed only 80 items from the 8 scales on the original measure: Approach (10 of 13 items), Activity Level (10 of 13), and Shyness (10 of 13) from the Surgency dimension; Fear (10 of 13), Anger/Frustration (10 of 13), and Sadness (10 of 12) from the negative Affectivity dimension; and 1 additional item about help seeking. **Age:** 3-8-year-olds (Publisher); 54 months (NICHD) **Language:** English (NICHD)	NICHD	Not Available	Publisher Information **Inter-Rater**: 2 **Internal Consistency**: 1-2 for 15 subscales **Split-Half:** **Test-Retest**: 1 NICHD Information **Internal Consistency:** 1-2 for 5 subscales used	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	Publisher Information **Personnel:** Self-administered parent questionnaire **Training:** Not Available **Administration & Scoring Time:** Not Available NICHD Information **Personnel:** Self-administered parent questionnaire **Training:** Parent questionnaire. Trained research assistants receive training on how to conduct home visits and provide instructions to parents on how to complete the scale. **Administration & Scoring Time:** Not Available	Publisher: Not Available NICHD: 2
Children's Behavior Questionnaire (CBQ) – Caregiver Report Rothbart, Ahadi, & Hershey (1994)	Teacher report of temperament in children. Fifteen aspects of temperament are assessed with 196 items that describe children's reactions to different situations. Items are rated on a 7-point scale. Three broad dimensions of temperament are obtained. Surgency includes approach, high intensity pleasure, smiling and laughter, activity level, impulsivity, and shyness. Negative affectivity includes discomfort, fear, anger/frustration, sadness, and falling reactivity and soothability. Effortful control includes inhibitory control, attentional focusing, low intensity pleasure, and perceptual sensitivity. NICHD Information Caregivers completed only 48 items: Anger/Frustration (10 of 13), Inhibitory Control (10 of 13), Shyness (10 of 13), Sadness (10 of 13), and Attentional Focusing (8 of 90). **Age:** 3-8-year-olds (Publisher); 54 months (NICHD) **Language:** English (NICHD)	NICHD	Not Available	Publisher Information **Inter-Rater**: 2 **Internal Consistency**: 1-2 for 15 subscales **Split-Half:** **Test-Retest**: 1 NICHD Information **Internal Consistency**: 1-2 for 5 subscales used	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	Publisher Information **Personnel:** Self-administered caregiver report **Training:** Not Available **Administration & Scoring Time:** Not Available NICHD Information **Personnel:** Self-administered caregiver report **Training:** Teacher questionnaire. Research assistants are trained in conducting preschool visits and providing instructions to teachers on how to complete the scale. **Administration & Scoring Time:** Not Available	Publisher: Not Available NICHD: 2

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
Father-Child Interaction for the Three-Bag Task	Observation of father and child while playing with three different sets of toys each placed in a separate bag labeled "1," "2," or "3." The dyad is told that they have 15 minutes to play with three bags of toys. The first bag contained a book, the second bag contained play doh and utensils, and the third bag contained a medical kit. The only instruction was that they play with the toys in numerical order, beginning with bag #1 and ending with bag #3. The child's behavior was coded for child engagement of parent, child's quality of play, and child's negativity toward parent. **Age:** 6 months - 6-year-olds (with modifications to activities (Publisher); 4-5-year-olds (TPK) **Language**: English & Spanish (TPK)	TPK	Not Available	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	Publisher Information **Personnel:** Trained research assistant **Training:** Research assistants were trained through the use of a detailed manual, as well as on instructions to provide to the parent and use of the video camera. After training, each observer submitted two videotapes of an interaction for certification. **Administration & Scoring Time:** 15 minutes TPK Information **Personnel:** Trained research assistant **Training:** For the Child Assessment Protocol, each new data collector submitted a videotape of the protocol administration for certification purposes. Data collectors received instrument training and practice before being videotaped. **Administration & Scoring Time:** 15 minutes	Publisher & TPK: 2
Friends or Foes? NICHD Study of Early Child Care Ladd (1983)	Caregiver questionnaire, which assesses the child's ability to interact with peers and form friendships. It requires the caregiver to make sociometric ratings of the child's popularity in the child care setting. This measure was created for the NICHD Study of Early Child Care. Items 1-4 were used to determine the teacher's rating of child's peer status. The number of playmates/friends was measured by 1 item asking the teacher to rate the number of playmates/friends the child had. **Age**: 4-6-year-olds (Publisher); 54 months (NICHD) **Language**: English (NICHD)	NICHD	Not Available	Publisher Information **Inter-Rater:** Not Available **Internal Consistency**: 1 NICHD Information **Internal Consistency:** 1	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	NICHD Information **Personnel:** Trained research assistants **Training:** Trainees are provided manuals with detailed information. To be certified each trainee must demonstrate that she/he has carried out the procedure twice with three or fewer errors. These administration are also videotaped and sent to a certifier for official certification **Administration & Scoring Time:** Approximately 5 - 10 minutes for parents to complete.	NICHD: 2
Friendship Interaction Coding NICHD Study of Early Child Care	Observation of child interacting with a friend during three structured play sessions. The sessions are videotaped and coded using 10 ratings of social behavior. The first play session involves a Mickey Mouse pop-up game, the second a View master, and the third a doctor kit and a doll. At the end of each play session, the observer codes one dyadic rating of the overall study-child friend relationship, 7 study	NICHD	Not Available	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	NICHD Information **Personnel:** Research assistants **Training:** Trainees are provided with a manual describing the procedures and guidelines for certification. Once familiar with the assessment, trainees videotape themselves going	NICHD: 1

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
	child ratings, and 2 ratings of the friend. All ratings except 1 (Prosocial Behavior II) are coded using a 5-point scale. Prosocial Behavior II is coded on a 3-point scale. **Age**: 54 Months (NICHD) **Language**: English (NICHD)					through the entire procedure (i.e. setting up the room through giving children stickers). After receiving feedback, one additional videotape is made for final certification. The criteria for certification are the incorporation of previous feedback and no more than 3 major problems noted on the self-monitoring form. **Administration & Scoring Time:** 20 minutes for observation	
Howes Peer Play Observation Scale (modified by FACES Research Team) Howes, C., & Matheson, C.C. (1992) and Howes, C., & Stewart, P. (1987)	Observational measure of extent and nature of child's play with other children and teachers or other adults during free-play periods. FACES Information The Howes was used to collect data in four categories: activity setting (5 possible responses), social play (7 possible responses), cognitive use of object (6 responses), and adult interaction (3 responses). Up to six children in each classroom were observed for alternating 20-second intervals during free play until the free play session ended. A minimum of 30 20-second intervals for each child is required for analysis. TPK Information Observational measure of extent and nature of child's interaction with other children and teachers or other adults during free-play periods. Children's behaviors were coded for social play, peer content, and the teacher-child relationship. **Age:** 3-5-year-olds (FACES) 4-year-olds (TPK) **Language:** English (FACES, TPK)	FACES TPK	1	Publisher Information **Inter-Rater:** 1-2 **Internal Consistency:** 3 **Split-Half:** 3 **Test-Retest:** 3 FACES Information **Inter-Rater:** 3 **Internal Consistency:** 3 **Split-Half:** 3 **Test-Retest:** 3	Publisher Information **Concurrent:** 3 **Predictive:** 3 FACES Information **Concurrent:** 3 **Predictive:** 3	FACES Information **Personnel:** Trained paraprofessional **Training:** Half day of lecture/videotape review; 2 practice observation sessions; debriefing of practice sessions. (Estimate 2-3 days). **Administration & Scoring Time:** Needs to be administered during free play, free choice, learning centers, or outdoor play (e.g., when children not engaged in teacher directed or routine activities). Can be conducted in conjunction with other classroom observational measures (e.g., ECERS). At times, a second day is required to collect additional intervals. Scoring is completed during administration.	FACES: 1
Parent-Child Interaction for the Play Doh Task	Observation of parent and child engaged in free play with 2 cans of play-doh, one wooden dowel (used as a roller), and one small cookie cutter for 8 minutes. The scales for child behavior include; child engagement of parent, child's quality of play, and child's negativity toward parent. This was done with mothers. Publisher Information **Age:** 6 months - 6-year-olds with modifications to activities **Language:** English & Spanish **Age:** 4-year-olds (TPK) **Language:** English & Spanish (TPK)	TPK	Not Available	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	Publisher Information **Personnel:** Trained research assistant **Training:** Research assistants were trained through the use of a detailed manual, as well as on instructions to provide to the parent and use of the video camera. After training, each observer submitted two videotapes of an interaction for certification. **Administration & Scoring Time:** 15 minutes	Publisher & TPK: 2

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
						TPK Information **Personnel:** Trained research assistant **Training:** For the Child Assessment Protocol, each new data collector submitted a videotape of the protocol administration for certification purposes. Data collectors received instrument training and practice before being videotaped. **Administration & Scoring Time:** 8 minutes	
Parent-Child Interaction Task Egeland & Heister (1993)	Observation of a parent or other adult and child interacting in a semi-structured 15-minute play interaction. The interaction activities included two tasks that are too difficult for the child to carry out independently and require the parent's instruction and assistance. A third activity is included that encourages play between the mother and child. Ratings scales are used to assess the quality of the interaction between the mother and the child. Expressions of affect are also coded, as well as the child's emotional regulation with the mother in a potentially exciting and/or frustrating activity. Child persistence with the task is coded. **Age**: 6 months to 6-year-olds (Publisher); 54 months (NICHD) **Language**: English (NICHD)	NICHD	Not Available	Publisher Information **Inter-Rater**: 1-2 **Internal Consistency**: 1 NICHD Information **Inter-Rater**: 1-2 **Internal Consistency**: 1	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	NICHD Information **Personnel:** Trained research assistants **Training:** Trainees are given a detailed manual to review before creating a videotape of them conducting the mother-child interaction procedure for certification. The tape is sent, along with a self-monitoring form to be certified. **Administration & Scoring Time:** 20 minutes	NICHD: 2
Playmate Questionnaire Clark, & Ladd (2000) Vandell (1995) Rubin, Bukowski, & Parker (1998)	Mother report of up to six regular playmates of the child's. The mother then reports the age, sex, and ethnicity of one or two playmates, where they play, and how often they play. An additional 19 items ask the respondent to rate interaction processes characteristic of the child-playmate dyad, including interactional harmony, balance, and conflict, on a 4-point scale. The interaction process items are adapted from Quality of Classroom Friends, a teacher rating scale of the quality of children's friendships. NICHD Study Modifications: Some of the interaction items adapted from Clark & Ladd (2000) are reworded because mothers rather than teachers completed the measure. Mothers reported demographic characteristics of two playmates. **Age:** 4-6-year-olds (Publisher); 54 months (NICHD) **Language:** English (NICHD)	NICHD	Not Available	Publisher Information **Inter-Rater**: Harmony: 2 Conflict: 2 **Internal Consistency**: Harmony: 1 Conflict: 1 **Split-Half:** Not Available **Test-Retest:** Not Available NICHD Information **Internal Consistency:** 1	Publisher Information **Concurrent:** 2 **Predictive:** Not Available	Publisher Information **Personnel:** Parent questionnaire **Training:** Self-administered parent questionnaire. **Administration & Scoring Time:** Not available NICHD Information **Personnel:** Trained research assistants **Training:** Parent questionnaire. Trained research assistants receive training on how to conduct home visits and provide instructions to parents on how to complete the scale. **Administration & Scoring Time:** Not Available	Publisher: 1 NICHD: 2

Table B.6 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
Social Competence and Behavior Evaluation (SCBE-30) LaFreniere, & Dumas (1996)	Teacher report of child's social-emotional development. The scale is a 30-item Social Competence and Behavior Evaluation, which was modified from the longer 80-item version of the SCBE. The 30-item version has a 10-item social competence composite subscale (items tap constructs such as calm, cooperative, prosocial, and joyful). It also contains anger-aggression, and anxiety-withdrawal scales. **Age:** 30-78 months (Publisher) 4-year-olds (ERF) **Language:** English (ERF)	ERF	1	Publisher Information **Inter-Rater:** 1-2 **Internal Consistency:** 1 **Split-Half:** 3 **Test-Rest:** 1	Publisher Information **Concurrent:** Anger-Aggression: 1 Anxiety-Withdrawal: 1 **Predictive:** 3	Publisher Information **Personnel:** Teachers complete the measure and profiles and interpretations are provided in the manual **Training:** For those interpreting the results information is provided in the manual. A computerized scoring system is also available. **Administration & Scoring Time:** 10-15 minutes to complete and approximately 10 minutes to score. ERF Information **Personnel:** Trained child assessors **Training:** Teacher questionnaire - no training required. **Administration & Scoring Time**: 10-15 minutes to complete and 10 minutes to score.	Publisher & ERF: 1
Social Skills Rating System-Teacher Gresham, F.M. & Elliot, S.N. (1990)	A teacher assessment of the social behaviors of children and adolescents. This test evaluates a broad range of socially validated behaviors-behaviors that affect teacher-student relationships, peer acceptance, academic performance, etc. The SSRS assesses children who have problems with behavior and interpersonal skills, detects the problem behaviors behind shyness, trouble initiating conversation, and difficulty making friends, and is used to select behaviors for treatment and assist in planning intervention. The teacher form has three subscales: the Social Skills Scale, the Problem Behaviors Scale and the Academic Competence Scale. The Social Skills Scale measures positive social behaviors, and has four subscales: Cooperation, Empathy, Assertion, Self-Control, and responsibility. The Problem Behaviors Scale measures behaviors that can interfere with development of positive social skills, and has two subscales: Externalizing Problems and Internalizing Problems. **Age:** 3-18-year-olds (Publisher); 4-5-year-olds (PCER) **Language:** English (PCER)	PCER	2	Publisher Information **Inter-Rater:** 2 **Internal Consistency:** 1	**Concurrent:** Not Available **Predictive:** Not Available	PCER Information **Personnel:** Professionals (data interpretation) **Training:** Respondent needs to be able to read at a third-grade level or above and have spent several days a week with the child for at least 2 months prior to rating. Data interpreters must have training in psychological testing. **Administration & Scoring Time:** 15-25 minutes	Not Available
KNOWLEDGE OF FAMILIES AND COMMUNITIES							
No reviewed measures identified.							

Table B.6 *(continued)*

KEY

Norming/research sample: 1 = Normed within past 10 years OR nationally representative/representative of HS population; 2 = Older than 10 years OR not nationally representative of HS population; 3 = None described.
Reliability: 1 = .90 or higher for inter-rater, .70 or higher for others; 2 = Under .90 for inter-rater, Under .70 for others; 3 = None described.
Validity: 1 = .5 or higher for Concurrent, .4 or higher for predictive; 2 = Under .5 for Concurrent, Under .4 for predictive; 3 = None described.
Complexity For Use By Non-Researchers: 1 = Administered and scored by a paraprofessional; 2 = Requires either administration or scoring by a professional; 3 = Requires both administration and scoring by a professional.

Table B.7. Approaches to Learning

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
INITIATIVE AND CURIOSITY							
Preschool Learning Behavior Scale (PLBS) McDermott, P. A., Green, L. F., Francis, J. M. & Stott, D. H. (2000)	Teacher ratings of children's learning-related behaviors. Used in FACES 2003, the PLBS assesses the child's approaches to learning, including the child's motivation to learn and behaviors that enhance the child's learning. The PLBS has been designed to be utilized by classroom teachers to rate individual children on a series of 29 questions pertaining to learning-related behaviors. It contains four subscales Competence Motivation subscale, Persistence / Attention subscale, Attitude toward learning subscale, and Strategy / Flexibility subscale. Teachers are asked to indicate the extent to which a given statement (e.g., Pays attention to what you say") is characteristic of the child in the past month, from 1 "not true" to 3 "very true" or "often true" **Age:** 3-5-year-olds (FACES); 4-5-year-olds (PCER) **Language:** English (FACES, PCER)	FACES PCER	1	Publisher Information **Inter-Rater:** 3 **Internal Consistency:** 3 **Split-Half:** 3 **Test-Retest:** 3 FACES Information **Inter-Rater:** 3 **Internal Consistency:** PLBS total: 1; PLBS subscales 1-2 **Split-Half:** 3 **Test-Retest:** 3	Publisher Information **Concurrent:** 3 **Predictive:** 3 FACES Information **Concurrent:** 3 **Predictive:** 3	Publisher Information **Personnel:** Not Available **Training:** Not Available **Administration & Scoring Time:** Not Available FACES Information **Personnel:** Not Available **Training:** Not Available **Administration & Scoring Time:** Not Available	Publisher: FACES: 2
ENGAGEMENT AND PERSISTENCE							
Behavior Assessment System for Children (BASC-2) Reynolds & Kamphaus (2004)	The BASC-2 consists of 5 measures: teacher rating scale, parent rating scale, direct student observation system, student self-report of personality, and structured developmental history, which may be used individually or in any combination Stony Brook QRC Information For QRC, only the teacher rating scale was used from the BASC (1992). The preschool version of the teacher rating scale includes 10 subscales: adaptability, aggression, anxiety, attention problems, atypicality, depression, hyperactivity, social skills, somatization, and withdrawal. Each scale is comprised of several items/statements to which the teacher indicates whether the behavior described occurs never, sometimes, often, or always. For QRC, five scales were used in the first three years (2002-2004): adaptability, aggression, attention problems, hyperactivity, and social skills. In 2005, teachers completed all subscales except for atypicality. **Age:** 2.6-18.11-year-olds (Publisher), 2.5-5-	Stony Brook QRC	1	Publisher Information **Inter-Rater:** 2 **Internal Consistency:** 1 **Test-Retest:** 1	Publisher Information **Concurrent:** 1 **Predictive:** 1	QRC Information **Personnel:** Teachers **Training:** describe the basic expectations, emphasizing the importance of responding to all of the items on the form. **Administration & Scoring Time:** 10-20 minutes	Publisher: 2

Table B.7 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
	year-olds (QRC) **Language: English (QRC)**						
California Preschool Social Competency Scale Ladd & Price (1987) Levine, Elzey & Lewis (1969)	Parent ratings of the child using 4-point scales. The CPSC is a 30-item questionnaire with items including measures of the child's abilities to interact with peers, persistence on tasks, ability to follow instructions, ability to communicate effectively, and ability to respond confidently in unfamiliar situations. The three factors identified on the CPSC are task mastery, materials sharing, and peer involvement. Four additional items include cooperative play, rule following, empathy and aggression. **Age:** 3-6-years old (Publisher); 54 months (NICHD) **Language:** English (NICHD)	NICHD	Not Available	Publisher Information **Inter-Rater**: 2 **Internal Consistency:** **Split-Half**: 1	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	Publisher Information **Personnel:** Self-administered parent questionnaire **Training:** Not Available **Administration & Scoring Time:** Not Available NICHD Information **Personnel:** Self-administered parent questionnaire **Training:** Parent questionnaire. Trained research assistants receive training on how to conduct home visits and provide instructions to parents on how to complete the scale. **Administration & Scoring Time:** 5-10 minutes for parents to complete.	Publisher: NICHD: 2
Caregiver-Teacher Report Form (C-TRF) - Teacher Report Achenbach, T. M. & Rescorla, L. A. (2000)	Teacher rating of social competence and problem behavior of children 1 1/2-5-years-old. A series of behaviors are rated on 3-point scales from 0-2. There are approximately 100 items for teachers to rate. Broadband scales of Internalizing and Externalizing problems and narrow band scales of Emotionally Reactive, Anxious/Depressed, Somatic Complaints, Withdrawn, Attention Problems, Aggressive Behavior, and Other Problems, are derived from a computerized scoring program. Norms exist to determine whether the child's behavior falls into the normal range, suggests that the child is at risk for problems, or indicates that the child's behavior is more akin to those with clinically diagnosed problems. Teacher rating of social competence and problem behavior of children 1 1/2-5-years-old. A series of behaviors are rated on 3-point scales from 0-2. There are approximately 100 items for teachers to rate. Broadband scales of Internalizing and Externalizing problems and narrow band scales of Emotionally Reactive, Anxious/Depressed, Somatic Complaints, Withdrawn, Attention Problems, Aggressive Behavior, and Other Problems, are derived from a computerized scoring program. Norms exist to determine whether the child's behavior falls into the normal range, suggests that the child is at risk for problems, or indicates that the child's	NICHD	1	Publisher Information **Inter-Rater:** Not Available **Internal Consistency**: 1 total score; 1 internalizing; 1 externalizing **Split-Half:** Not Available **Test-Retest:** 1	Publisher Information **Concurrent:** 1 **Predictive:** 3	Publisher Information **Personnel:** Completed by teacher **Training:** Instruction is provided to assist teachers in assigning ratings. **Administration & Scoring Time:** Not provided NICHD Information **Personnel:** Self-administered teacher questionnaire **Training:** Teacher questionnaire. Research assistants are trained in conducting preschool visits and providing instructions to teachers on how to complete the scale. **Administration & Scoring Time:** Approximately 30-40 minutes for teachers to complete.	Publisher: 1 NICHD: 2

Table B.7 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
	behavior is more akin to those with clinically diagnosed problems. NICHD used the 1991 version of the measure, which is nearly identical to the 2000 version. **Age**: 1½-5-year-olds (NICHD) **Language**: English (NICHD)						
Child Behavior Checklist for Ages 1½ - 5 (CBCL/1½-5) - Parent Report Achenbach, T. M. & Rescorla, L. A. (2000)	Parent rating of social competence and problem behavior of children 1 ½ to 5-years-old. A series of behaviors are rated on 3-point scales from 0-2. Each version of the measure contains approximately 100 items. Broadband scales of Internalizing and Externalizing problems and narrow band scales of Emotionally Reactive, Anxious/Depressed, Somatic Complaints, Withdrawn, Sleep Problems, Attention Problems, Aggressive Behavior, and Other Problems, are derived from a computerized scoring program. Norms exist to determine whether the child's behavior falls into the normal range, suggests that the child is at risk for problems, or indicates that the child's behavior is more akin to those with clinically diagnosed problems. NICHD used the 1991 version of the measure, which is nearly identical to the 2000 version. **Age**: 1½ -5-year-olds (Publisher); 54 months (NICHD) **Language**: English (NICHD)	NICHD	1	Publisher Information **Inter-Rater**: 2 Parent & trained examiner; 2 inter-parent agreement **Internal Consistency**: 1 CBCL total score; 1 CBCL Internalizing; 1 CBCL externalizing **Split-Half:** Not Available **Test-Retest**: 1	Publisher Information **Concurrent**: 1-2 **Predictive:** 1	Publisher Information **Personnel:** Completed by Parent **Training:** Instruction is provided to assist parents in assigning ratings. **Administration & Scoring Time:** Not Available NICHD Information **Personnel:** Self-administered parent questionnaire **Training:** Parent questionnaire. Research assistants are trained in conducting preschool visits and providing instructions to teachers on how to complete the scale. **Administration & Scoring Time:** Approximately 30-40 minutes for teachers to complete.	Publisher: 1 NICHD: 2
Children's Behavior Questionnaire (CBQ) -- Caregiver Report Rothbart, Ahadi, & Hershey (1994)	Teacher report of temperament in children. Fifteen aspects of temperament are assessed with 196 items that describe children's reactions to different situations. Items are rated on a 7-point scale. Three broad dimensions of temperament are obtained. Surgency includes approach, high intensity pleasure, smiling and laughter, activity level, impulsivity, and shyness. Negative affectivity includes discomfort, fear, anger/frustration, sadness, and falling reactivity and soothability. Effortful control includes inhibitory control, attentional focusing, low intensity pleasure, and perceptual sensitivity. NICHD Information Teachers completed only 48 items: Anger/Frustration (10 of 13), Inhibitory Control (10 of 13), Shyness (10 of 13), Sadness (10 of 13), and Attentional Focusing (8 of 90).	NICHD	Not Available	Publisher Information **Inter-Rater**: 2 **Internal Consistency**: 1-2 for 15 subscales **Split-Half:** Not Available **Test-Retest**: 1 NICHD Information **Internal Consistency:** 1-2 for 5 subscales used	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	Publisher Information **Personnel:** Self-administered Teacher report **Training:** Not Available **Administration & Scoring Time:** Not Available NICHD Information **Personnel:** Self-administered Teacher report **Training:** Teacher questionnaire. Research assistants are trained in conducting preschool visits and providing instructions to teachers on how to complete the scale. **Administration & Scoring Time:** Not Available	Publisher & NICHD: 2

Table B.7 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
	Age: 3 - 8-year-olds (Publisher); 54 months (NICHD) **Language:** English (NICHD)						
Continuous Performance Task (CPT) Barkley (1994) Barkley, DuPaul, & McMurray (1990) Barkley, Grodzinsky, & DuPaul (1992) Campbell, Pierce, March, Ewing, & Szumowski (1994) Halperin, Sharma, Greenblatt, & Schwartz (1991) Mirsky, Anthony, Duncan, Ahearn, & Kellam (1991) Rosvold, Mirsky, Sarason, Bransome & Beck (1956)	Direct child measure of sustained attention. A CPT modeled on the young children's version described by Mirsky and his colleagues is used. In this computer-generated task, dot matrix pictures of familiar objects are presented on a 2-inch square screen in front of the child. The child is asked to press a button each time a target stimulus is presented. At 54 months, once the test session begins, the stimuli are presented in 22 blocks. Ten stimuli were presented in each block. The stimulus duration was 500 msec and the interstimulus interval was 1,500 msec. The target stimulus is randomly presented within each block and appears twice in each block. **Age:** 4-7-year-olds (Publisher); 54 months (NICHD) **Language:** English (NICHD)	NICHD	Not Available	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** Not Available **Split-Half:** Not Available **Test-Retest:** 1-2	Publisher Information **Concurrent:** Not Available **Predictive**: Not Available	Publisher Information **Personnel:** Not Available **Training:** Not Available **Administration & Scoring Time:** Not Available NICHD Information **Personnel:** Trained research assistants **Training:** Trainees are provided with a manual containing detailed information on procedures and materials. They then practice the assessment before videotaping and completing the self-monitoring form to send in for certification. **Administration & Scoring Time:** 12 minutes	Publisher: Not Available NICHD: 2
Leiter-Revised Attention and Memory Domains Battery, Attention Sustained Subtest (adapted) Roid, G.H. and Miller, L.J. (1997)	For HSIS 2003 data collection this subtest has one item for 2- to 3-year-olds and one item for 4- to 5-year-olds. For the HSIS 2004 data collection, this subtest has one item for 4- to 5-year-olds. **Age:** 3-4-year-olds (HSIS) **Language:** English, Spanish, & Bilingual (HSIS)	HSIS	1	Publisher Information **Internal Consistency:** 1 **Test-Retest:** 3	Publisher Information **Concurrent:** 1-2 **Predictive:** Not Available	HSIS Information **Personnel:** Trained paraprofessionals **Training:** Review of the instructions, acceptable responses, monitoring time, and recording responses **Administration & Scoring Time:** 4 minutes with simultaneous scoring	Publisher: Not Available HSIS: 1
Leiter International Performance Scale-Revised, Attention Sustained and Examiner Rating Scale, Sociability Roid, G. H. & Miller, L. J. (1997)	Nonverbal direct assessment of child's ability to pay sustained attention to a repetitive task and pay attention to detail. **Age:** 2-5-year-olds (Publisher); 4-year-olds (TPK) **Language:** English & Spanish (TPK)	TPK	1	Publisher Information **Internal Consistency:** Cronbach's alpha for 2-3 yrs old = .77-.89; for 2-5 yrs .71- .90 for attention and memory subtest **Test-Retest:** No attention and memory retests performed	**Concurrent:** (r Leit-R brief, full & WISC-III): .85, .86. (r Leit-R full & other cog tests): .38-.66 **Predictive:** Not Available	TPK Information **Personnel:** Trained research assistants **Training:** Two Leiter-R reliability tapes were provided by MPR in the spring of 2001 to be used to test for reliability against the gold standard scores set by the Colorado site. Each data collector must view and score the six different children on the two reliability tapes and be found reliable. **Administration & Scoring Time:** 7 minutes	Publisher: Not Available TPK: 2
Preschool Learning Behavior Scale (PLBS)	Teacher ratings of children's learning-related behaviors. Used in FACES 2003, the PLBS assesses the child's approaches to learning,	FACES PCER	1	Publisher Information **Inter-Rater:** 3 **Internal**	Publisher Information **Concurrent:** 3 **Predictive:** 3	Publisher Information **Personnel:** Not Available **Training:** Not Available	Publisher: Not Available FACES: 2

Table B.7 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
McDermott, P. A., Green, L. F., Francis, J. M. and Stott, D. H. (2000)	including the child's motivation to learn and behaviors that enhance the child's learning. The PLBS has been designed to be utilized by classroom teachers to rate individual children on a series of 29 questions pertaining to learning-related behaviors. It contains four subscales competence motivation subscale, Persistence / Attention subscale, Attitude toward learning subscale, and strategy / Flexibility subscale. Teachers are asked to indicate the extent to which a given statement (e.g., Pays attention to what you say") is characteristic of the child in the past month, from 1 "not true" to 3 "very true" or "often true" **Age:** 3-5-year-olds (FACES); 4-5-year-olds (PCER) **Language:** English (FACES, PCER)			**Consistency:** 3 **Split-Half:** 3 **Test-Retest:** 3 FACES Information **Inter-Rater:** 3 **Internal Consistency:** PLBS total: 1; PLBS subscales 1-2 **Split-Half:** 3 **Test-Retest:** 3	FACES Information **Concurrent:** 3 **Predictive:** 3	**Administration & Scoring Time:** Not Available FACES Information **Personnel:** Not Available **Training:** Not Available **Administration & Scoring Time:** Not Available	
REASONING AND PROBLEM SOLVING							
Social Problem-Solving Test Revised Rubin (1983) Rubin (1982) Rubin, Bream, & Rose-Krasnor (1991) Rubin, & Clark (1983) Rubin, & Krasnor (1986)	Direct child measure designed to assess both the quantitative and qualitative dimensions of social problem solving. The child is presented with a series of problem situations in which a story character either wishes to gain access to a toy or material in another child's possession or to meet and become friendly with an unfamiliar child. The child being tested is then asked what the story character could do or say in each situation to accomplish the desired goal. Two such responses are requested for each situation. The child is then asked what he or she would do in such a situation. Responses are coded for relevancy, flexibility, and type of solution. NICHD Information The number of stories was reduced from 8 to 5 due to time constraints. **Age:** 3 years and up (Publisher); 54 months (NICHD) **Language:** English (NICHD)	NICHD	Not Available	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	Publisher Information **Personnel:** Not Available **Training:** Not Available **Administration & Scoring Time:** Not Available NICHD Information **Personnel:** Trained research assistants **Training:** Trainees are provided with manuals that provided detail on administration procedures. After practicing the assessment they videotape 2 administrations and complete the self monitoring forms for certification. **Administration & Scoring Time:** 10 minutes	Publisher: Not Available NICHD: 2

KEY

Norming/research sample: 1 = Normed within past 10 years OR nationally representative/representative of HS population; 2 = Older than 10 years OR not nationally representative of HS population; 3 = None described.
Reliability: 1 = .90 or higher for inter-rater, .70 or higher for others; 2 = Under .90 for inter-rater, Under .70 for others; 3 = None described.
Validity: 1 = .5 or higher for Concurrent, .4 or higher for Predictive; 2 = Under .5 for Concurrent, Under .4 for Predictive; 3 = None described.
Complexity For Use By Non-Researchers: 1 = Administered and scored by a paraprofessional; 2 = Requires either administration or scoring by a professional; 3 = Requires both administration and scoring by a professional.

Table B.8. Physical Health and Development

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity For Use By Non-Researchers
FINE MOTOR SKILLS							
Batería Woodcock-Muñoz Pruebas de Aprovechamiento-Revisada, Dictado, Woodcock, R.W., & Muñoz-Sandoval, A. F. (1996)	Direct assessment of child's prewriting skills, such as drawing lines and copying letters. Raw scores are converted to standard scores. If children have an average ability for their age, they would have a standard score of 100. **Age:** 2-90+ year-olds (Publisher); 3-5-year-olds (FACES); 3-4-year-olds (HSIS) **Language:** Spanish (FACES, HSIS)	FACES HSIS	1	Publisher Information **Internal Consistency:** 1 **Split-Half:** 1 **Test-Retest:** 1 FACES Information **Internal Consistency:** 1-2 **Split-Half:** 3 **Test-Retest:** 3	Publisher Information **Concurrent:** 1 **Predictive:** 1 FACES Information **Concurrent:** 3 **Predictive:** 3	Publisher Information **Personnel:** Trained professional **Training:** Advanced level training needed to administer and score **Administration & Scoring Time:** Varies depending on the tests administered FACES Information **Personnel:** Trained paraprofessional **Training:** 20 minutes with thorough review of acceptable responses. **Administration & Scoring Time:** 5 minutes with simultaneous scoring	Publisher: 3 FACES: 1
McCarthy Draw-A-Design Task from the McCarthy Scales of Children's Abilities McCarthy, D. (1970, 1972) **McCarthy Draw-A-Design Task from the McCarthy Scales of Children's Abilities - Spanish** McCarthy, D. (1970, 1972)	Direct assessment that requires the child to reproduce designs to test perceptual-performance-motor skill. The child is asked to make copies of a series of increasingly complex lines and geometric figures, such as a circle, right angle, and star. FACES Information In FACES, this scale consisted of 9 items. The child's score is based on the number of figures successfully copied and the quality of drawings of more complex figures. The motor scale of the McCarthy Scales of Children's Abilities has 6 subtests (verbal, perceptual-performance, quantitative, general cognitive, memory, and motor) and 18 component tests that encompass a variety of fine and gross motor tasks. **Age**: 2.6-8.5-year-olds (Publisher) 3-5-year-olds (FACES); 3-4-year-olds (HSIS) **Language**: English & Spanish (FACES, HSIS). Bilingual (HSIS)	FACES HSIS	1	Publisher Information **Inter-Rater:** 3 **Internal Consistency:** 1 **Split-Half:** 1 **Test-Retest:** 1 FACES Information **Inter-Rater:** 3 **Internal Consistency:** 1-2 English & Spanish **Split-Half:** 3 **Test-Retest:** 2	Publisher Information **Concurrent:** 1 **Predictive:** 1 FACES Information **Concurrent:** 3 **Predictive:** 2	Publisher Information **Personnel:** Trained professional **Training:** Advanced level training needed to administer and score **Administration & Scoring Time:** 45-60 minutes FACES Information **Personnel:** Trained paraprofessional **Training:** 1 hour and thorough review of the criteria necessary for correct responses and skip-out rules **Administration & Scoring Time:** 4 minutes with simultaneous scoring and any questionable responses flagged.	Publisher: 3 FACES: 2

Table B.8 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity For Use By Non-Researchers
Woodcock-Johnson III Tests of Achievement, Standard and Extended Battery, Spelling Woodcock, R. W., McGrew, K. S., & Mather, N. (2001)	Direct assessment of child's prewriting skills. The first six items in this subtest measure prewriting skills, such as drawing lines and copying letters. The remaining items measure the child's skill in providing written responses when asked to write specific upper- or lower-case letters of the alphabet. Later parts of the test ask the child to write specific words and phrases, punctuation, spelling and capitalization. In FACES, this scale consisted of 20 items. Raw scores are converted to standard scores. If children have an average score for their age, they would have a standard score of 100. **Age:** 2 - adult (Publisher); 3-5-year-olds (FACES); 4-5-year-olds (PCER); 3-4-year-olds (HSIS) **Language:** English (FACES, PCER, HSIS)	FACES PCER HSIS	1	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** Not Available **Split-Half:** Not Available **Test-Retest:** Not Available PCER Information **Internal Consistency:** 1-2 **Split-Half:** 1-2 **Test-Retest:** 1	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	HSIS Information **Personnel:** Trained paraprofessionals **Training:** 20 minutes with thorough review of acceptable responses **Administration & Scoring Time:** 5 minutes PCER Information **Personnel:** **Training**: Test Administration - formal training in assessment (college coursework or workshops); Data Interpretation - graduate-level training in statistics and procedures governing test administration, scoring, and interpretation **Administration & Scoring Time**: 5-10 minutes per test	HSIS: 1 PCER:
Woodcock-Johnson Revised Dictation Test, Woodcock, R. W. & Johnson, M.B (1989, 1990)	Direct assessment of child's prewriting skills. The first six items in this subtest measure prewriting skills, such as drawing lines and copying letters. The remaining items measure the child's skill in providing written responses when asked to write specific upper- or lower-case letters of the alphabet. Later parts of the test ask the child to write specific words and phrases, punctuation, spelling and capitalization. In FACES, this scale consisted of 20 items. Raw scores are converted to standard scores. If children have an average score for their age, they would have a standard score of 100. **Age:** 2-90+ year-olds (Publisher) 3-5-year-olds (FACES) **Language**: English (FACES)	FACES	1	Publisher Information **Internal Consistency:** 1 **Split-Half:** 1 **Test-Retest:** 1 FACES Information **Internal Consistency:** 1 Split -half: 3 **Test-Retest:** 2	Publisher Information **Concurrent:** 1 **Predictive:** 1 FACES Information **Concurrent:** 1 **Predictive:** 1	Publisher Information **Personnel:** Professional with background in test administration. **Training:** Advanced level training needed to administer and score. Attendance of training session, self-study and practice. **Administration & Scoring Time:** Approximately 5 minutes FACES Information **Personnel:** Trained paraprofessional **Training:** 20 minutes with thorough review of acceptable responses. **Administration & Scoring Time:** 5 minutes with simultaneous scoring	Publisher: 3 FACES: 1

Table B.8 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity For Use By Non-Researchers
GROSS MOTOR SKILLS							
No reviewed measure identified.							
HEALTH STATUS AND PRACTICES							
Child's Health, including Hospitalizations, Health Conditions, and Illnesses NICHD SECC	Parent report of child and family health related issues since interview at 36 months, from NICHD SECC, Section 2 of Parent Interview. Questions are asked pertaining to hospitalization, the development of newly diagnosed health conditions, as well as the severity and impact of any illnesses the child has experienced. **Age:** 3-5-year-olds (Publisher) 4-year-olds (NICHD) **Language:** English & Spanish (Publisher); English (NICHD)	NICHD	1	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** Not Available **Split-Half:** Not Available **Test-Retest:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	Publisher Information **Personnel:** Paraprofessionals **Training:** Approximately 40 minutes to review administration of the parent interview **Administration & Scoring Time:** Approximately 30 minutes to administer the parent interview. NICHD Information **Personnel:** Trained research assistants **Training:** Prior to the training, attendees are asked to review the manual and conduct a "dress rehearsal" with another individual. The dress rehearsal interviews are tape recorded and then listened to using the self-monitoring form to note any problems. After training, the interviewers tape their first two interviews and determined to be certified and reliable before continuing. In addition, the interviewer tapes his/her first interview of each month and completes the self-monitoring form. **Administration & Scoring Time:** 20-30 minutes	NICHD: 1
Child Health Record Review, including Hospitalizations, Illnesses, Health Problems, Growth, Dates of Physical Examinations, Dental Screenings, Immunizations, and Nutrition Information HSB (2002)	Review of child's Head Start program health records, including hospitalizations, illnesses, health problems, growth screening, dates of physical examinations, immunizations, dental health, and nutrition information. **Age:** 3-5-year-olds (HS Health) **Language:** English (HS Health)	HS Health	1	HS Health Information **Inter-Rater:** Not Available **Internal Consistency:** Not Available **Split-Half:** Not Available **Test-Retest:** Not Available	HS Health Information **Concurrent:** Not Available **Predictive:** Not Available	HS Health Information **Personnel:** Trained paraprofessional **Training:** Training included interviewing techniques and a review of the form and sample health records **Administration & Scoring Time:** 20 minutes to administer the entire child record review with simultaneous scoring	HS Health: 1

Table B.8 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity For Use By Non-Researchers
Family Health Care, including Overall Health, Ongoing Care, Birthweight, and Health Habits FACES Research Team (2001)	Parent ratings on 2 items pertaining to the child's overall health and illnesses or conditions requiring ongoing care were included in FACES Fall 1997 and Spring 1998 data collection. In addition, 1 item pertaining to the child's birth weight was included in Fall 1997 and 1 item related to the child's health habits was included in Spring 1998. The items listed under health habits include tooth brushing, hand washing, eating healthful foods, and exercising. **Age:** 3-5-year-olds (FACES) **Language:** English & Spanish (FACES)	FACES	1	FACES Information **Inter-Rater:** Not Available **Internal Consistency:** Not Available **Split-Half:** Not Available **Test-Retest:** Not Available	FACES Information **Concurrent:** Not Available **Predictive:** Not Available	FACES Information **Personnel:** Trained paraprofessional **Training:** 40 minutes to review, train, and role play the parent interview **Administration & Scoring Time:** 3 minutes to administer with simultaneous scoring	FACES: 1
Health Education, including Child Health Practices at Head Start, Health Topics Discussed at Home, and Child Health Practices at Home ACYF (1996)	Parent report of 11 health activities conducted at Head Start such as tooth brushing, safety, and grooming habits; 11 health topics discussed at home, and 11 health practice changes observed in the child. From Section VII of the Parent Interview in the Head Start Health Study. **Age:** 3-5-year-olds (HS Health) **Language:** English (HS Health)	HS Health	1	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** Not Available **Split-Half:** Not Available **Test-Retest:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	HS Health Information **Personnel:** Trained paraprofessional **Training:** Training included interviewing techniques and a review of the interview form, after which trainees engaged in role play activities **Administration & Scoring Time:** 5 minutes to administer with simultaneous scoring	HS Health: 1
Height and Weight NICHD (1992)	Direct child measure of height and weight during the laboratory visit at 4 1/2-years. The child is brought into a room with a scale and a "yardstick" for measuring height. The scale for measuring weight is the Detecto Physician's Scale Model #437, without a height rod. Height is measured using a wall-mounted yardstick, accurate to within 1/8 of an inch, and a standard builder's t-square. The yardstick is taped flat against the wall, preferably next to a door jam. For both the height and weight procedures, the child's shoes are removed. In addition, clothes that may add significant weight and are easy to remove are also removed. **Age**: 54 Months (NICHD) **Language**: English (NICHD)	NICHD	Not Available	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** Not Available **Split-Half:** Not Available **Test-Retest:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	NICHD Information **Personnel:** Trained research assistants **Training:** Trainees are given detailed manuals on how to measure the child's weight and height accurately. To become certified, trainees are asked to videotape the full procedure twice, while having 3 or fewer errors. They sent the videotape, along with the Growth Procedures Self-Monitoring/Certification Checklist to the certifier. **Administration & Scoring Time:** 5 minutes	NICHD: 2

KEY

Norming/research sample: 1 = Normed within past 10 years OR nationally representative/representative of HS population; 2 = Older than 10 years OR not nationally representative of HS population; 3 = None described.
Reliability: 1 = .90 or higher for inter-rater, .70 or higher for others; 2 = Under .90 for inter-rater, Under .70 for others; 3 = None described.
Validity: 1 = .5 or higher for Concurrent, .4 or higher for Predictive; 2 = Under .5 for Concurrent, Under .4 for Predictive; 3 = None described.
Complexity For Use By Non-Researchers: 1 = Administered and scored by a paraprofessional; 2 = Requires either administration or scoring by a professional; 3 = Requires both administration and scoring by a professional.

Table B.9. Additional Child Outcome Measures Classified by Head Start Child Outcomes Framework Domains

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
LANGUAGE DEVELOPMENT							
Social Awareness Tasks FACES Research Team (2001)	Direct assessment of child's general knowledge and awareness of social environment. This FACES task consists of 3 items. The child is asked to tell his/her first and last name, age, and birthday. This measure is adapted from the Social and Communicative Competence task in the Comprehensive Assessment Program (CAP) Early Diagnostic Instrument (Mason, J. M., & Stewart, J., 1989). **Ages:** 3-5-year-olds (FACES), 4-5-year-olds (PCER) **Language**: English (FACES, PCER), Spanish (FACES)	FACES PCER	1	FACES Information **Internal Consistency:** 2 English & Spanish **Test-Retest:** 2	FACES Information **Concurrent:** 2 **Predictive:** 3	FACES Information **Personnel:** Trained paraprofessional **Training:** 5 minutes **Administration & Scoring Time:** 2 minutes	FACES: 1
LITERACY							
Child Observation Record (COR) High/Scope Educational Research Foundation (1992)	Observation and teacher ratings of child's development in 30 dimensions of learning and six areas for school success: initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics. Each item is rated on a 5-point scale with higher scores representing greater skill. The COR is intended to be a full-year assessment, usually done two to three times a year. FACES Information For FACES, the teacher rates the child on 14 items from initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics. The two items from initiative are solving problems and engaging in complex play. The three items from social relations are making friends with other children, engaging in social problem solving, and understanding and expressing feelings. The three items from creative representation are making and building, drawing and painting, and pretending. The four items from music and movement are exhibiting body coordination, exhibiting manual coordination, imitating movements to a steady beat, and following music and movement directions. Showing interest in reading activities is the item from language and literacy and sorting is the item from logic and mathematics. TPK Information For TPK, teacher ratings on 11 items from the COR are used from the following domains: problem solving and initiative (2 items), social relations (2 items), creative representation (2 items), music and movement (3 items), and language and mathematics (2 items). Age: 2.5-6-year-olds (Publisher); 3-5-year-olds (FACES), 4-year-olds (TPK). Language: English (FACES, TPK)	FACES TPK	1	Publisher Information **Inter-Rater:** COR subtests: 2 **Internal Consistency:** COR subtests: 1 **Test-Retest:** Not Available FACES Information **Internal Consistency:** 1	Publisher Information **Concurrent:** COR subtests: 1-2 **Predictive:** Not Available FACES Information **Concurrent:** 3 **Predictive:** 3	Publisher Information **Personnel:** Teachers **Training:** Publisher recommends attendance at training workshop. **Administration & Scoring Time:** Teacher completes throughout the year FACES Information **Personnel:** Teachers **Training:** In FACES, no training provided. **Administration & Scoring Time:** 10-12 minutes per child	Publisher & FACES: 2

Table B.9 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
Parent Report of Child's Emerging Literacy (Parent Emergent Literacy Scale) Zill, N., Collins, M., West, J. (1995)	Parent ratings of children's emerging literacy. Parents are asked whether their child has achieved a series of developmental skills, including recognizing all of the letters of the alphabet; counting to 5, 10, 20, or 50 or more; writing his/her name; and identifying colors red, yellow, blue, or green by name. This measure is one component of the Developmental Accomplishments scale (Your Child's Activities), an original FACES measure. CLIO Information In CLIO, this scale consisted of 22 items. **Ages:** 3-5-year-olds (FACES); 4-year-olds (TPK); 3-4-year-olds (CLIO); **Language:** English & Spanish (FACES, TPK, CLIO)	FACES CLIO TPK	1	Publisher Information **Inter-Rater:** Not Available **Internal Consistency**: Not Available **Split-Half:** Not Available **Test-Retest:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	**Personnel:** Trained paraprofessional **Training:** 40 minutes to review, train, and role play parent interview **Administration and Scoring Time**: 25 minutes to administer complete parent interview with simultaneous scoring. FACES Information **Personnel:** Trained paraprofessional **Training:** 40 minutes to review, train, and role play parent interview **Administration & Scoring Time:** 25 minutes to administer entire parent interview with simultaneous scoring	FACES: 1
Your Child's Accomplishments FACES Research Team (2001)	Parent ratings on 14 items on their children's accomplishments and difficulties in specific areas, including cognitive skills, fine motor skills, speech, gross motor coordination, number recognition, name recognition, counting, and liking to write. **Age**: 3-4-year-olds (HSIS) **Language**: English, Spanish (HSIS)	HSIS	1	Publisher Information **Inter-Rater:** Not Available **Internal Consistency:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	HSIS Information **Personnel:** Trained paraprofessionals **Training:** An overview of the scale was provided, after which trainees engaged in role play activities **Administration & Scoring Time:** 8 minutes with simultaneous scoring	HSIS: 1
MATHEMATICS							
Child Observation Record (COR) High/Scope Educational Research Foundation (1992)	Observation and teacher ratings of child's development in 30 dimensions of learning and six areas for school success: initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics. Each item is rated on a 5-point scale with higher scores representing greater skill. The COR is intended to be a full-year assessment, usually done two to three times a year. FACES Information For FACES, the teacher rates the child on 14 items from initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics. The two items from initiative are solving problems and engaging in complex play. The three items from social relations are making friends with other children, engaging in social problem solving, and understanding and expressing feelings. The three items from creative representation are making and building, drawing and painting, and pretending. The four items from music and movement are exhibiting body coordination, exhibiting	FACES TPK	1	Publisher Information **Inter-Rater:** COR subtests: 2 **Internal Consistency:** COR subtests: 1 **Test-Retest:** Not Available FACES Information **Internal Consistency:** 1	Publisher Information **Concurrent:** COR subtests: 1-2 **Predictive:** Not Available FACES Information **Concurrent:** 3 **Predictive:** 3	Publisher Information **Personnel:** Teachers **Training:** Publisher recommends attendance at training workshop. **Administration & Scoring Time:** Teacher completes throughout the year FACES Information **Personnel:** Teachers **Training:** In FACES, no training provided. **Administration & Scoring Time:** 10-12 minutes per child	Publisher & FACES: 2

Table B.9 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
	manual coordination, imitating movements to a steady beat, and following music and movement directions. Showing interest in reading activities is the item from language and literacy and sorting is the item from logic and mathematics. TPK Information For TPK, teacher ratings on 11 items from the COR are used from the following domains: problem solving and initiative (2 items), social relations (2 items), creative representation (2 items), music and movement (3 items), and language and mathematics (2 items). **Age:** 2.5-6-year-olds (Publisher); 3-5-year-olds (FACES), 4-year-olds (TPK). **Language:** English (FACES, TPK)						
SCIENCE							
No reviewed measure identified.							
CREATIVE ARTS							
Child Observation Record (COR) High/Scope Educational Research Foundation (1992)	Observation and teacher ratings of child's development in 30 dimensions of learning and six areas for school success: initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics. Each item is rated on a 5-point scale with higher scores representing greater skill. The COR is intended to be a full-year assessment, usually done two to three times a year. FACES Information For FACES, the teacher rates the child on 14 items from initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics. The two items from initiative are solving problems and engaging in complex play. The three items from social relations are making friends with other children, engaging in social problem solving, and understanding and expressing feelings. The three items from creative representation are making and building, drawing and painting, and pretending. The four items from music and movement are exhibiting body coordination, exhibiting manual coordination, imitating movements to a steady beat, and following music and movement directions. Showing interest in reading activities is the item from language and literacy and sorting is the item from logic and mathematics. TPK Information For TPK, teacher ratings on 11 items from the COR are used from the following domains: problem solving and initiative (2 items), social relations (2 items), creative representation (2 items), music and movement (3 items), and language and mathematics (2 items). **Age:** 2.5-6-year-olds (Publisher); 3-5-year-olds (FACES),	FACES TPK	1	Publisher Information **Inter-Rater:** COR subtests: 2 **Internal Consistency:** COR subtests: 1 **Test-Retest:** Not Available FACES Information **Internal Consistency:** 1	Publisher Information **Concurrent:** COR subtests: 1-2 **Predictive:** Not Available FACES Information **Concurrent:** 3 **Predictive:** 3	Publisher Information **Personnel:** Teachers **Training:** Publisher recommends attendance at training workshop. **Administration & Scoring Time:** Teacher completes throughout the year FACES Information **Personnel:** Teachers **Training:** In FACES, no training provided. **Administration & Scoring Time:** 10-12 minutes per child	Publisher & FACES: 2

Table B.9 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
	4-year-olds (TPK). **Language:** English (FACES, TPK)						
SOCIAL & EMOTIONAL DEVELOPMENT							
Behavior Problems Scale also referred to as Classroom Conduct Problems FACES Research Team (2001)	Teacher ratings of the frequency with which a child exhibits aggressive behavior (e.g., hits, fights with others), hyperactive behavior (e.g., restlessness), and anxious or depressed and withdrawn behavior (e.g., unhappiness). Each of 14 behavior items is rated on a 3-point scale, ranging from "not true" to "very true" or "very often." The summary score ranges from 0-28 with higher scores representing more frequent or severe negative behavior. Items come from an abbreviated adaptation of the Personal Maturity Scale (Alexander & Entwisle, 1988), the Child Behavior Checklist for Preschool-Aged Children, Teacher Report (Achenbach, Edelbrock, and Howell, 1987) and The Behavior Problems Index (Zill, 1990). **Age:** 3-5-year-olds (FACES); 4-year-olds (TPK) **Language:** English (FACES, TPK)	FACES TPK	FACES: 1	FACES Information **Internal Consistency:** 1	FACES Information **Concurrent:** 3 **Predictive:** 3	FACES Information **Personnel:** Self-administered questionnaire completed by teachers **Training:** No training required **Administration & Scoring Time:** 5 minutes per child	FACES: 1
Child Observation Record (COR) High/Scope Educational Research Foundation (1992)	Observation and teacher ratings of child's development in 30 dimensions of learning and six areas for school success: initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics. Each item is rated on a 5-point scale with higher scores representing greater skill. The COR is intended to be a full-year assessment, usually done two to three times a year. FACES Information For FACES, the teacher rates the child on 14 items from initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics. The two items from initiative are solving problems and engaging in complex play. The three items from social relations are making friends with other children, engaging in social problem solving, and understanding and expressing feelings. The three items from creative representation are making and building, drawing and painting, and pretending. The four items from music and movement are exhibiting body coordination, exhibiting manual coordination, imitating movements to a steady beat, and following music and movement directions. Showing interest in reading activities is the item from language and literacy and sorting is the item from logic and mathematics. TPK Information For TPK, teacher ratings on 11 items from the COR are used from the following domains: problem solving and initiative (2 items), social relations (2 items), creative representation (2 items), music and movement (3 items), and language and mathematics (2 items).	FACES TPK	1	Publisher Information **Inter-Rater:** COR subtests: 2 **Internal Consistency:** COR subtests: 1 **Test-Retest:** Not Available FACES Information **Internal Consistency:** 1	Publisher Information **Concurrent:** COR subtests: 1-2 **Predictive:** Not Available FACES Information **Concurrent:** 3 **Predictive:** 3	Publisher Information **Personnel:** Teachers **Training:** Publisher recommends attendance at training workshop. **Administration & Scoring Time:** Teacher completes throughout the year FACES Information **Personnel:** Teachers **Training:** In FACES, no training provided. **Administration & Scoring Time:** 10-12 minutes per child	Publisher & FACES: 2

Table B.9 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
	Age: 2.5-6-year-olds (Publisher); 3-5-year-olds (FACES), 4-year-olds (TPK). **Language**: English (FACES, TPK)						
Child Behavior Problems Index FACES Research Team and Head Start Quality Research Consortium (2001)	Parent ratings on 12 items of children's negative behaviors that are relatively common among preschool children and that are associated with adjustment problems in elementary school. Parents were asked about three domains of problem behavior: aggressive-disruptive behavior, hyperactive behavior, and withdrawn behavior. Each item was rated on a 3-point scale ranging from "not true" to "very true" or "often true." A summary score ranged from 0-24 with higher scores representing more frequent or severe negative behavior. The index was adapted from the Achenbach Child Behavior Checklist. **Age**: 3-5-year-olds (FACES); 3-4-year-olds (CLIO); 4-year-olds (TPK) **Language**: English & Spanish (FACES, CLIO, TPK)	FACES CLIO TPK	1	FACES Information **Internal Consistency:** 1-2 **Split-Half:** 3 **Test-Retest:** 3	FACES Information **Concurrent:** 3 **Predictive:** 3	FACES Information **Personnel:** Trained paraprofessional **Training:** 40 minutes to review, train, and role play parent interview **Administration & Scoring Time:** 3 minutes with simultaneous scoring	FACES: 1
Cooperative Classroom Behavior also referred to as Social Skills FACES Research Team (2001)	Teacher ratings of the frequency with which the child engages in cooperative classroom behavior, such as following teacher's directions, helping to put things away, complimenting classmates, and following rules when playing games. There are 12 items, which are rated on a three-point scale from "never" to "very often." A summary score is created and ranges from 0-24. Items are drawn from the Personal Maturity Scale (Alexander and Entwisle, 1988) and the Social Skills Rating System (Elliott, Gresham, Freeman, and McCLoskey, 1988). **Age:** 3-5-year-olds (FACES); 4-year-olds (TPK) **Language:** English & Spanish (FACES, TPK)	FACES TPK	1	FACES Information **Internal Consistency:** 1	FACES Information **Internal Consistency:** 1	FACES Information **Personnel:** Trained paraprofessionals **Training:** 40-minute review of interview protocol **Administration & Scoring Time:** 20 minutes with simultaneous scoring	FACES: 1
Social Skills and Positive Approach to Learning FACES Research Team and Head Start Quality Research Consortium (2001)	Parent ratings on 7 items of their child's social skills and positive approaches to learning. Parents rate their children's skills in making friends and accepting their ideas, as well as enjoying learning and trying new things. A summary score based on the scale's seven items ranges from 0-14, with higher scores representing more positive behavior. The items making up this scale were drawn from Elliot, S. N., Gresham, F. M., Freeman, R. & McCloskey, G. (1988). **Age**: 3-5-year-olds (FACES); 3-4-year-olds (CLIO); 4-year-olds (TPK) **Language**: English & Spanish (FACES, TPK, CLIO)	FACES CLIO TPK	1	FACES Information **Internal Consistency:** 2	FACES Information **Concurrent:** Not Available **Predictive:** Not Available	FACES Information **Personnel:** Trained paraprofessional **Training:** 40 minutes to review, train, and role play parent interview **Administration & Scoring Time:** 3 minutes with simultaneous scoring	FACES: 1
Teacher Child Report Pianta, R.C., (1992) Lutz, M.N., Fantuzzo, J.F., & Mcdermott, P. (in	Section A is a rating scale completed by the teacher. There are 15 items that assess the relationship between the teacher and the child. Section B is a preschool version of the adjustment scales for children and adolescents. Teachers provide ratings of children's emotional and behavioral adjustment in the classroom on 24 items, including aggressive, withdrawal/low energy, socially	HSIS	1	Publisher Information **Interrater:** Not Available **Internal Consistency:** Not Available	Publisher Information **Concurrent:** Not Available **Predictive:** Not Available	HSIS Information **Personnel:** Self-administered by teachers **Training:** Paraprofessionals were trained on the procedures for delivery and collection of the completed teacher child reports	HSIS: 2

Table B.9 *(continued)*

Constructs/ Measures	Description	Prior Use	Norming/ Research Sample	Reliability	Validity	Personnel, Training, Administration and Scoring Time	Complexity for Use by Non-Researchers
press)	reticent, oppositional, and inattentive/hyperactive behavior. **Age**: 3-4-year-olds (HSIS) **Language**: English, Spanish (HSIS)					**Administration & Scoring Time**: 5 minutes to complete per child	
APPROACHES TO LEARNING							
Child Observation Record (COR) High/Scope Educational Research Foundation (1992)	Observation and teacher ratings of child's development in 30 dimensions of learning and six areas for school success: initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics. Each item is rated on a 5-point scale with higher scores representing greater skill. The COR is intended to be a full-year assessment, usually done two to three times a year. FACES Information For FACES, the teacher rates the child on 14 items from initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics. The two items from initiative are solving problems and engaging in complex play. The three items from social relations are making friends with other children, engaging in social problem solving, and understanding and expressing feelings. The three items from creative representation are making and building, drawing and painting, and pretending. The four items from music and movement are exhibiting body coordination, exhibiting manual coordination, imitating movements to a steady beat, and following music and movement directions. Showing interest in reading activities is the item from language and literacy and sorting is the item from logic and mathematics. TPK Information For TPK, teacher ratings on 11 items from the COR are used from the following domains: problem solving and initiative (2 items), social relations (2 items), creative representation (2 items), music and movement (3 items), and language and mathematics (2 items). **Age:** 2.5-6-year-olds (Publisher); 3-5-year-olds (FACES), 4-year-olds (TPK). **Language:** English (FACES, TPK)	FACES TPK	1	Publisher Information **Inter-Rater:** COR subtests: 2 **Internal Consistency:** COR subtests: 1 **Test-Retest:** Not Available FACES Information **Internal Consistency:** 1	Publisher Information **Concurrent:** COR subtests: 1-2 **Predictive:** Not Available FACES Information **Concurrent:** 3 **Predictive:** 3	Publisher Information **Personnel:** Teachers **Training:** Publisher recommends attendance at training workshop. **Administration & Scoring Time:** Teacher completes throughout the year FACES Information **Personnel:** Teachers **Training:** In FACES, no training provided. **Administration & Scoring Time:** 10-12 minutes per child	Publisher & FACES: 2
PHYSICAL HEALTH & DEVELOPMENT							
No reviewed measure identified.							

KEY

Norming/research sample: 1 = Normed within past 10 years OR nationally representative/representative of HS population; 2 = Older than 10 years OR not nationally representative of HS population; 3 = None described.
Reliability: 1 = .90 or higher for inter-rater, .70 or higher for others; 2 = Under .90 for inter-rater, Under .70 for others; 3 = None described.
Validity: 1 = .5 or higher for Concurrent, .4 or higher for predictive; 2 = Under .5 for Concurrent, Under .4 for predictive; 3 = None described.
Complexity For Use By Non-Researchers: 1 = Administered and scored by a paraprofessional; 2 = Requires either administration or scoring by a professional; 3 = Requires both administration and scoring by a professional.

Appendix B.10. Sources of Information Included in the Domain Tables, by Study

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Table B.11. Relevance of Reviewed Child Outcome Measures--Prekindergarten, Kindergarten, and First Grade

Constructs/Measures	Pre-K	Kindergarten	First Grade
Academic Skills from ECLS-K			
Publisher		X	X
Ever Used		X	X
Activities and Feelings Questionnaire			
Publisher			X
Ever Used			X
After School Questionnaire			
Publisher			X
Ever Used			X
Assessment Behavior Scale			
Publisher	X	X	X
Ever Used	X	X	X
Attribution Bias Scale			
Publisher	X	X	X
Ever Used	X		X
Batería Woodcock-Muñoz Pruebas de Aprovechamiento, Identificación de Letras y Palabras			
Publisher	X	X	X
Ever Used	X	X	X
Batería Woodcock-Muñoz Pruebas de Aprovechamiento-Revisada, Problemas Aplicados			
Publisher	X	X	X
Ever Used	X	X	X
Batería Woodcock-Muñoz Pruebas de Aprovechamiento-Revisada, Oral Comprehension			
Publisher	X	X	X
Ever Used	X		
Behavior Problems Scale (Classroom Conduct Problems)			
Publisher	X	X	
Ever Used	X	X	
California Preschool Social Competency Scale			
Publisher	X	X	X
Ever Used	X		
Child Behavior Checklist (CBCL) —Parent Report			
Publisher	X	X	X
Ever Used	X	X	X
Child Behavior Checklist (CBCL) —Teacher Report			
Publisher	X	X	X
Ever Used	X	X	X
Child Behavior Problems Index			
Publisher	X	X	
Ever Used	X		
Child Behavior Questionnaire—Parent Report			
Publisher	X	X	X
Ever Used	X		

Table B.11 *(continued)*

Constructs/Measures	Pre-K	Kindergarten	First Grade
Child Behavior Questionnaire—Teacher Report			
Publisher	X	X	X
Ever Used	X		
Child Caregiver (Teacher) Relationship Scale			
Publisher	X	X	X
Ever Used	X	X	X
Child's Adaptive Language Inventory			
Publisher	Not Found	Not Found	Not Found
Ever Used	X		
Child's Health			
Publisher	X		
Ever Used	X		
Child Math Assessment-Abbreviated			
Publisher	Not Found	Not Found	Not Found
Ever Used	X		
Child Observation Record (COR)			
Publisher	X	X	X
Ever Used	X	X	X
Children's Stroop Task			
Publisher	X	X	X
Ever Used	X		
Color Names and Counting			
Publisher	X		
Ever Used	X		
Comprehensive Test of Phonological Processing (CTOPP) Elision Subtest			
Publisher		X	X
Ever Used		X	X
Continuous Performance Task			
Publisher	X	X	X
Ever Used	X		X
Counting Blocks			
Publisher	X		
Ever Used	X		
Delay of Gratification			
Publisher	X	X	X
Ever Used	X		
Developmental Accomplishments (FACES)			
Publisher	X	X	X
Ever Used	X	X	X
Early Childhood Longitudinal Study – Kindergarten Cohort (ECLS-K) General Knowledge			
Publisher		X	X
Ever Used		X	X
Early Childhood Longitudinal Study – Kindergarten (ECLS-K) Reading			
Publisher		X	X
Ever Used		X	X

Table B.11 *(continued)*

Constructs/Measures	Pre-K	Kindergarten	First Grade
Early Math Skills—Conocimiento Basicos de Matematicas			
Publisher	X		
Ever Used	X		
Ethnic Identity Task			
Publisher	X	X	X
Ever Used			X
Expressive One Word Picture Vocabulary Test-III (EOWPVT-III)			
Publisher	X	X	X
Ever Used	X	X	
Friends or Foes?			
Publisher	X	X	X
Ever Used	X		X
Friendship Interaction Coding			
Publisher	X	X	X
Ever Used	X		X
Height & Weight			
Publisher	X	X	X
Ever Used	X		X
Health and Disabilities			
Publisher		X	X
Ever Used		X	X
Health Condition Follow-up			
Publisher			X
Ever Used			X
Howes Peer Play Observation Scale			
Publisher	X	Not Found	Not Found
Ever Used	X		
Leiter International Performance Scale-Revised Attention Sustained and Examiner Rating Scale, Sociability			
Publisher	X	X	X
Ever Used	X		
Leiter-Revised AM Battery, AS Subtest (adapted)			
Publisher	X	X	X
Ever Used	X		
Letter Naming Task Nombrando Las Letras			
Publisher	X	X	Not Found
Ever Used	X	X	
McCarthy Draw a Design Task (English & Spanish)			
Publisher	X	X	X
Ever Used	X		
Name Writing Task			
Publisher		X	X
Ever Used		X	X
Parent Report of Child's Emerging Literacy (Parent Emergent Literacy Scale)			
Publisher	X	X	X
Ever Used	X	X	X

Table B.11 *(continued)*

Constructs/Measures	Pre-K	Kindergarten	First Grade
Parent-Child Interaction Task			
Publisher	X	X	X
Ever Used	X		X
Parent-Child Interaction Task w/ Play Doh			
Publisher	X	X	X
Ever Used	X		
Parent-Child Relationship Scale			
Publisher	X	X	X
Ever Used	X	X	X
Parent Child Discussion			
Publisher	Not Found		
Ever Used	X		
Peabody Picture Vocabulary Test-III			
Publisher	X	X	X
Ever Used	X	X	X
Picture Naming IGDI			
Publisher	X		
Ever Used	X		
Playmate Questionnaire			
Publisher	X	X	X
Ever Used	X	X	X
Pre-LAS			
Publisher	X	X	X
Ever Used	X		
Pre-Las 2000 Art Show (English & Spanish)			
Publisher	X	X	X
Ever Used	X		
Pre-Las 2000 Simon Says (English & Spanish)			
Publisher	X	X	X
Ever Used	X		
Pre-CTOPPP Blending Subtest			
Publisher	X		
Ever Used	X		
Pre-CTOPPP Elision Subtest			
Publisher	X		
Ever Used	X		
Pre-CTOPP Elision Subtest (Spanish)			
Publisher	X		
Ever Used	X		
Pre-CTOPPP Print Awareness Subtest			
Publisher	X		
Ever Used	X		
Preschool Language Scale-3			
Publisher	X	X	X
Ever Used	X		
Preschool Language Scale-IV			
Publisher	X	X	X
Ever Used	X	X	

Table B.11 *(continued)*

Constructs/Measures	Pre-K	Kindergarten	First Grade
Preschool Learning Behavior Scale			
Publisher	X	X	X
Ever Used	X		
Ratings of Child's Language and Literacy Skills (PCER indicates this is from FACES – could also be the Parent Report of Child's Emerging Literacy (Parent Emergent Literacy Scale))			
Publisher			X
Ever Used			X
Ratings of Mother/Child Behavior During Entire Visit			
Publisher	X		
Ever Used	X		
Record Review			
Publisher		Not Found	
Ever Used		X	
School Accomplishment			
Publisher	X	X	
Ever Used	X	X	
Sociometric Status (Teacher & Parent)			
Publisher	X	X	X
Ever Used		X	X
Social Age Interview			
Publisher		X	X
Ever Used		X	X
Social Awareness Tasks			
Publisher	X	X	X
Ever Used	X	X	X
Social Competence and Behavior Evaluation (SCBE-30)			
Publisher	X	X	X
Ever Used	X		
Social Problem Solving Test Revised			
Publisher	X	X	X
Ever Used	X		
Social Skills Rating System—Parent Report			
Publisher	X	X	X
Ever Used	X	X	X
Social Skills Rating System—Teacher Report			
Publisher	X	X	X
Ever Used	X	X	X
Social Skills and Positive Approaches to Learning			
Publisher	X	Not Found	Not Found
Ever Used	X		
Social Skills (aka Cooperative Classroom Behavior)			
Publisher	X	X	X
Ever Used	X	X	X
Social Skills Strategies			
Publisher	X	Not found	Not Found
Ever Used	X		

Table B.11 *(continued)*

Constructs/Measures	Pre-K	Kindergarten	First Grade
Story & Print Concepts (English & Spanish)			
Publisher	X	X	
Ever Used	X	X	
Student Evaluation			
Publisher			X
Ever Used			X
Student-Teacher Relationship Scale			
Publisher	X	X	X
Ever Used	X		
Teacher Child Report (HSIS)			
Publisher	X	Not Found	Not Found
Ever Used	X		
Teacher Feedback on Child's Performance and Behavior			
Publisher	X	X	X
Ever Used	X	X	X
Teacher Report Form			
Publisher	X	X	X
Ever Used		X	X
Test of Early Reading Ability-3 (TERA-3)			
Publisher	X	X	X
Ever Used	X	X	X
Test of Language Development (TOLD): Phonemic Awareness			
Publisher	X	X	X
Ever Used	X	X	X
Test of Language Development (TOLD): Grammatic Understanding			
Publisher	X	X	X
Ever Used	X	X	X
Test de Vocabulario en Imagenes Peabody (TVIP)			
Publisher	X	X	X
Ever Used	X	X	X
Tower of Hanoi			
Publisher			X
Ever Used			X
Woodcock-Johnson III Tests of Achievement, Dictation (English & Spanish)			
Publisher	X	X	X
Ever Used	X	X	X
Woodcock-Johnson III Tests of Achievement - Letter-Word Identification (English & Spanish)			
Publisher	X	X	X
Ever Used	X	X	
Woodcock-Johnson III Tests of Achievement, Passage Comprehension (English & Spanish)			
Publisher	X	X	X
Ever Used		X	
Woodcock-Johnson III Tests of Achievement, Oral Comprehension (English & Spanish)			
Publisher	X	X	X
Ever Used	X	X	

Table B.11 *(continued)*

Constructs/Measures	Pre-K	Kindergarten	First Grade
Woodcock-Johnson III Tests of Achievement, Quantitative Concepts (Concepts & Number Series) (English & Spanish)			
Publisher	X	X	X
Ever Used		X	
Woodcock-Johnson III Tests of Achievement, Spelling (English & Spanish)			
Publisher	X	X	X
Ever Used	X	X	X
Woodcock-Johnson III Tests of Achievement, Sound Awareness (Rhyming, Deletion, Substitution, & Reversal) (English & Spanish)			
Publisher	X	X	X
Ever Used		X	
Woodcock-Johnson III Tests of Achievement, Word Attack subtest (English & Spanish)			
Publisher	X	X	X
Ever Used		X	
Woodcock-Johnson III Tests of Achievement, Writing Samples (English & Spanish)			
Publisher	X	X	X
Ever Used		X	
Woodcock-Johnson Psycho-Educational Battery – Revised			
Publisher	X	X	X
Ever Used	X		X
Woodcock-Johnson, Revised Tests of Achievement, Standard Battery, Letter-Word Identification Test			
Publisher	X	X	X
Ever Used	X	X	X
Woodcock-Johnson Revised & Woodcock-Johnson III Tests of Achievement: Applied Problems Test			
Publisher	X	X	X
Ever Used	X	X	X
Woodcock-Johnson Revised Tests of Achievement & Woodcock Johnson III Tests of Achievement - Dictation Test			
Publisher	X	X	X
Ever Used	X	X	X
Woodcock-Johnson Revised Tests of Achievement & Woodcock Johnson III Tests of Achievement - Letter-Word Identification Test			
Publisher	X	X	X
Ever Used	X	X	X
Your Child's Accomplishments			
Publisher	X	X	X
Ever Used	X	X	X
Your Child's Behavior			
Publisher	X	X	Not Found
Ever Used	X	X	

Note: X indicates appropriateness for use with children at each stage as indicated by the publisher or by use in one of the studies reviewed for this paper.

Table B.12. Interim Outcomes Likely To Be Targeted by Head Start Enhancements

Measure/Variable	Description	Prior Use
PROGRAM MANAGEMENT		
Early Childhood Work Environment Survey Jorde-Bloom (1993)	The Early Childhood Work Environment Survey is an assessment tool that measures worker perceptions and attitudes about such things as co-worker relations, supervisor support, decision-making influence, goal consensus, and the physical setting. It is designed for programs that employ at least seven staff members. It takes approximately 20 minutes to complete, and is completed by the program director as well as all paid teaching and support staff who work more than 10 hours per week.	Columbia QRC
Policy and Program Management Inventory: Administrators Version Lambert, Abbott-Shim & Oxford-Wright (1999)	The PMI was designed to measure management climate in Head Start programs. The administrator's version has 80 items and captures communication in the program, hiring and retention, policy clarity, and support.	Quality Counts QRC
Policy and Program Management Inventory: Teachers Version Lambert, Abbott-Shim & Oxford-Wright (2001)	The PMI teacher's version is a 66-item survey designed to measure the teachers' perception of the management climate in Head Start programs. Areas include communication, hiring and retention, policy clarity, and support. The following questions from the support subscale were used in the FACES 2003 and 2004 teacher interviews (teachers respond on a scale of 1 (strongly disagree) to 5 (strongly agree): Your Head Start program: a. Helps teachers feel good about their jobs; b. Promotes teamwork among teachers; c. Helps teachers feel that they are part of a team; d. Ensures that teachers do not feel isolated; e. Provides enough assistance to teachers in the classroom; f. Provides orientation to new teachers; g. Helps new teachers adjust to the classroom; h. Knows what teachers deal with in the classroom; i. Has timely delivery of materials for use in classrooms; j. Provides opportunities for teachers to identify their strengths and weaknesses; k. Provides an atmosphere that is free from destructive gossip; l. Provides freedom for teachers to create their own unique classrooms; and m. Has clear guidelines for ordering classroom materials efficiently.	Quality Counts QRC; FACES Spring 2003 and 2004 Teacher Interview uses the Support subscale
Early Head Start National Research and Evaluation Project staff survey, 1997, 1999	Teachers were asked to respond on a scale of 1 to 5, indicating if they strongly disagree, disagree, are uncertain, agree, or strongly agree to the following statements: a. I am satisfied with my salary; b. Routine duties and paperwork interfere with my job; c. Necessary materials are available to the staff; d. I have to follow rules in this program that conflict with my best professional judgment; e. Most staff and administrators of the program are receptive to change and experimentation; f. Staff frequently share ideas with each other; g. Staff and program administrators work collaboratively to identify needs for improvement for the program; h. The program administrators collaborate with other staff to make decisions; i. The program administrators encourage staff to become involved in staff development activities; j. Program staff have enough opportunity to influence decisions that affect their work; k. The program director communicates a clear vision of what the program should accomplish; l. The Early Head Start program is a pleasant place to work; m. The program director recognizes when I do a good job; n. The program director keeps me informed of the things I need to know to do my job well; and o. The program director has expectations of my performance on the job that are realistic.	EHS
CLASSROOM ENVIRONMENT QUALITY		
Early Childhood Environment Rating Scale-Revised (ECERS-R) Harms, Clifford & Cryer (1998)	This revised version consists of 37 scales measuring a wide variety of quality related processes occurring in the classroom, including: routines; teacher-child interaction, particularly in the use of language; learning activities; classroom tone, creative, dramatic, and gross and fine motor activities; equipment and furnishings; and staff and parent facilities. A high score on the total ECERS-R indicates higher classroom quality, in terms of equipment, space, and play materials, as well as the range of activities and staff-child interactions.	FACES, HS Impact Study, PCER, QRCs
Assessment Profile for Early Childhood Programs: Research Edition (Scheduling, Learning Environment, and Individualizing scales) Abbott-Shim & Sibley (1998)	The Scheduling Scale assesses the written plans for classroom scheduling and how classroom activities are implemented. The Learning Environment Scale measures the variety of learning materials available and accessible in the classroom that provide learning experiences in different developmental areas. It also assesses the degree to which the classroom provides for a "language-rich" environment through language learning materials as well as the labeling of objects, and the amount of printed material in the classroom. The Individualizing Scale (revised for FACES 2000--shortened to five observational items) measures how the teacher plans the classroom activities to meet the varying learning needs of each child, how the teacher keeps track of the children's work during the year through the use of individual child portfolios, and how the teacher is able to accommodate children with disabilities.	FACES, HS Impact Study, QRCs, PCER

Table B.12 *(continued)*

Measure/Variable	Description	Prior Use
Early Language and Literacy Classroom Observation (ELLCO) Smith & Dickinson (2002)	The complete ELLCO takes 1-1.5 hours and uses three tools in sequential steps. The Literacy Environment Checklist allows users to prepare for the more detailed Classroom Observation by familiarizing themselves with the classroom environment. In 15–20 minutes, trained observers examine the classroom's layout and contents through 25 items that measure availability, content, and diversity of reading, writing, and listening materials. The Classroom Observation and Teacher Interview take approximately 20–45 minutes, during which users observe teachers interacting with children and the classroom environment, have a brief conversation with the teacher, and rate the quality of classroom supports for literacy through 14 age-specific observation elements. These items cover two areas: general classroom environment (including organization, contents, technology, and classroom climate and management) and language, literacy, and curriculum (including reading and writing instruction, oral language use, cultural sensitivity, and assessment approaches). After the observation is complete, the Teacher Interview takes approximately 10 minutes to help users clarify aspects of the observation. The Literacy Activities Rating Scale asks observers to record how many times and for how long nine literacy behaviors occurred in two categories, Book Reading and Writing**.**	EDC QRC
CLASS La Paro & Pianta (2004)	The CLASS was developed to assess classroom quality as measured by three major components: emotional support, classroom management, and instructional support. The CLASS requires the observer to derive a score for each construct based upon the degree to which certain behavioral, emotional, and physical markers are present and indicative of the extent to which that construct is characteristics of that classroom, rated from 1 (minimally) to 7 (highly characteristics). An entire CLASS observation lasts approximately 3 hours. Constructs for Instructional Support include productivity, concept development, instructional learning formats, quality of feedback, and children's engagement.	Columbia QRC, FACES 2003
Head Start Program Quality Assessment (PQA) High/Scope (2003)	Developed to serve as a measure of the quality of care provided in center-based settings and to provide programs using the High/Scope curriculum with a way to assess fidelity. The PQA covers 63 dimensions of program quality in the following seven domains: Learning Environment, Daily Routine, Adult-Child Interaction, Curriculum Planning and Assessment, Parent Involvement and Family Services, Staff Qualifications and Staff Development, and Program Management.	High/Scope QRC
Family Day Care Rating Scale Harms & Clifford	The FDCRS is designed to assess family child care programs conducted in a provider's home. The scale consists of 40 items, including 8 supplementary items for programs enrolling children with disabilities. The items are organized into 7 subscales: Space and Furnishings for Care and Learning, Basic Care, Language and Reasoning, Learning Activities, Social Development, Adult Needs, and Provisions for Exceptional Children. The instrument is currently undergoing revision.	HS Impact Study
CLASSROOM ACTIVITIES		
Classroom Activities FACES Research Team (1996)	Teacher responds on a scale of 1 (never), 2 (once a month or less), 3 (two or three times a month), 4 (once or twice a week), 5 (three or four times a week) or 6 (every day). How often do children in this class: a. Work on learning the names of the letters; b. Practice writing the letters of the alphabet, c. Discuss new words, d. Dictate stories to a teacher, aide, or volunteer; e. Work on phonics; f. Listen to you read stories where they see the print (e.g., Big Books); g. Listen to you read stories but they don't see the print; h. Retell stories; i. Learn about conventions of print (left to right orientation, book holding); j. Write own name; k. Learn about rhyming words and word families; and l. Learn about common prepositions, such as over and under, up and down.	FACES 2003 Teacher Interview
HS Impact Study	Teacher responds on a scale of 1 (never), 2 (once a month or less), 3 (two or three times a month), 4 (once or twice a week), 5 (three or four times a week) or 6 (every day). How often do children in this class: a. Work on learning the names of the letters; b. Practice writing the letters of the alphabet, c. Discuss new words, d. Have child(ren) tell you a story; e. Practice the sounds that letters make (phonics); f. Listen to you read stories where they see the print (e.g., Big Books); g. Listen to you read stories but they don't see the print; h. Retell or make up stories; i. Show child(ren) how to read a book or magazine (the way to hold it, point to words); j. Have the child(ren) practice writing or spelling their names; k. Learn about rhyming words and word families such as cat, mat, sat; and l. Practice or teach directional words such as over, up, in, etc. How often do children do each of the following activities? a. Count out loud; b. Work with shape blocks; c. Count things such as small toys, chips, etc. to learn math; d. Play math games; e. Use music to understand math ideas; f. Use dance or act out stories to practice math ideas such as numbers, size or shapes; g. Work with rulers, measuring cups, spoons, or other measuring instruments; h. Talk about calendar or days of the week. How often do the children do each of the following activities? a. Work on arts and crafts activities; b. Play with games or indoor toys; c. Play sports or exercise; d. Have the child help with chores such as cleaning, setting the table, caring for pets, or cooking.	HS Impact Study Spring 2003 Teacher Interview

Table B.12 *(continued)*

Measure/Variable	Description	Prior Use
ASSESSMENT METHODS		
Methods and use of child assessments	Do you keep track of how child(ren) learn and grow by: a. Keeping notes about behavior or progress? b. Collecting samples of their work? c. Collecting photos? d. Chart behavior or skills with stickers or stars? e. Other (specify). How many child(ren) in the class receive developmental assessments? All, some or none. Over the course of the program year, how often is each child's development assessed? Once, twice, three or more times. How is the information from your assessment of each child's skill or progress used in the classroom? a. Not used for any planning purposes, just to record the information; b. Used in choosing small groups of children according to skill level for specific learning activities (for example, story reading groups, math activities groups); c. Used in selecting the appropriate level for all instructional activities or in overall curriculum planning; d. Used BOTH in choosing small groups and in overall curriculum planning.	HS Impact Study Spring 2003 Teacher Interview
Methods and use of child assessments	What is the main child assessment tool that you use? The Creative Curriculum Developmental Continuum Assessment Toolkit for ages 3-5; High/Scope Child Observation Record; Galileo; Ages & Stages Questionnaires: A Parent-Completed, Child-Monitoring System; Desired Results Developmental Profile; Work Sampling System for Head Start; Learning Accomplishment Profile Screening (LAP); Hawaii Early Learning Profile; Brigance Preschool Screen for 3 and 4 Year Old Children; Locally Designed; The Head Start National Reporting System; Other (Specify); So not use a child assessment tool; Don't know. What areas of children's development do you assess? Cognitive, intellectual; language; emergent literacy; mathematical; artistic, musical; physical growth; fine motor skills; social; emotional; other. What methods do you use for these assessments? Would you say…Ratings based on classroom observation or work sampling; Testing with standardized tests or assessment instruments; or Both observation-based ratings and direct assessment? Other. How do you use the information from those assessments in planning for each child? (Circle all that apply.) Identifying child's developmental level; Individualizing activities for child; Determining if child needs referral for special services; Determining child's strengths and weaknesses; Identifying activities for parents to do with the child at home; Other; Don't know.	FACES 2003 Teacher Interview
TEACHER-CHILD INTERACTION		
Adult Involvement Scale Howes and Stewart (1987)	Observation instrument to capture the frequency and type of interactions between teachers and children. Can be used in all types of settings.	Cost, Quality, and Child Outcomes in Child Care Centers, 1995, Study of Family Child Care and Relative Care, 1995
Arnett Caregiver Interaction Scale Arnett (1989)	Caregiver's sensitivity, harshness, punitiveness, and detachment (26 items). Can be used in all types of settings.	FACES, HS Impact, QRCs, PCER
Child-Caregiver Observation System (C-COS) Boller, Spreachman, and the Early Head Start Research Consortium (1998)	Frequency and types of teacher and child behaviors. Ratings of the quality of care. Can be used in all types of settings. Training materials available for 2 and 3-year old children.	EHS
Observational Record of the Caregiving Environment (ORCE) NICHD Study of Early Child Care (1996)	Frequency and types of teacher and child behaviors. Global ratings of the quality of care. Can be used in all types of settings.	NICHD
TEACHER KNOWLEDGE		
Teacher Beliefs Scale Burts et al (1990)	The 24-item Teacher Beliefs Scale consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, one factor comprising 9 items that explained most of the variation in scores for the entire scale was used.	FACES Teacher Interview, HS Impact Study Teacher Interview

Table B.12 *(continued)*

Measure/Variable	Description	Prior Use
Teacher beliefs about preparation for school	To what extent do you agree with each of the following statements on children's preparation for school? Respond either strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree. a. Children who begin formal reading and math instruction in preschool will do better in elementary. b. Parents should make their children know the alphabet before they start kindergarten. c. Most children should learn to read in kindergarten. d. Parents need help in learning how to teach their children how to read. e. Parents should set aside time every day for their kindergarten children to practice schoolwork. f. Homework should be given to kindergarten children almost everyday. g. Parents should read to their children and play counting games at home regularly. h. Attending preschool for example, nursery, pre-kindergarten, or Head Start is very important for success in kindergarten.	HS Impact Study Teacher Interview
TEACHER RATING OF CLASSROOM BEHAVIOR		
Teacher rating of classroom behavior	Teachers are asked the following question: At this point in the school year, how would you rate the behavior of the children? This group misbehaves very frequently and is almost always difficult to handle; The group misbehaves frequently and is often difficult to handle; The group misbehaves occasionally; The group behaves well; The group behaves exceptionally well.	FACES 2003 Teacher Interview, HS Impact Study Teacher Interview
FAMILY OUTCOMES		
Head Start assisted in meeting family needs, ***per HS enhancement***	Parent Interview: "You and Your Family." In the fall interview, this item asks whether Head Start provided assistance to parents in taking or locating programs, courses, classes or workshops in the past 12 months. Respondents indicate yes/no. Parent Interview: "You and Your Family." Parent Interview: "Health and Safety Practices." In the spring interview, three questions are asked regarding the assistance Head Start provided in meeting the needs of the family. The first question asks whether Head Start provided assistance to parents in taking or locating programs, courses, classes or workshops since last fall. Responses are coded yes/no. The second question asks the parent to explain if Head Start helped him/her find a regular health care provider for the child and the third question asks about help finding a health care provider for the respondent. Depending upon the yes/no response, answers are coded into one of four precoded categories, one of which it other (specified).	FACES 2003 (Fall) FACES 2003 (Spring)
Ways Head Start helped child	Parent Interview: "Parent Involvement and Satisfaction with Head Start." In the spring interview, respondents are asked an open-ended question on the major ways they feel Head Start has helped their child this year.	FACES 2003 (Spring)
Ways Head Start helped family	Parent Interview: "Parent Involvement and Satisfaction with Head Start." In the spring interview, respondents are asked an open-ended question on the major ways they feel Head Start has helped their family this year.	FACES 2003 (Spring)
PARENT OUTCOMES		
Parent satisfaction with Head Start	Parent Interview: "Parent Involvement and Satisfaction with Head Start." In the spring interview, respondents are asked two general questions related to their overall satisfaction with Head Start. The first question contains eight sub items. Respondents are asked to indicate their level of satisfaction with how well Head Start is doing in the following areas: a) helping their child to grow and develop, b) being open to their ideas and participation, c) supporting and respecting their family's culture and background, d) identifying and providing services for their child such as health screening, help with speech and language development, e) identifying and helping to provide services that help their family, such as public assistance, transportation , or job training, f) maintaining a safe program, for example secure playgrounds and clean and tidy classrooms, g) preparing their child to enter kindergarten, and h) helping them to become more involved in groups that are active in their community. Respondents indicate their level of satisfaction from very dissatisfied, somewhat dissatisfied, somewhat satisfied, or very satisfied. The second question contains 13 sub items. Respondents are asked about their own and their child's experience in Head Start on a variety of aspects. Parents are asked how often they feel that: a) their child feels safe and secure in Head Start, b) their child gets lots of individual attention, c) their child's teacher is open to new information and learning, d) their child has been happy in the program, e) the teacher is warm and affectionate towards their child, f) their child is treated with respect by teachers, g) the teacher takes an interest in their child, h) their child feels accepted by the teacher, i) the teacher is supportive of them as a parent, j) they feel welcomed by the teacher, k) the teacher handles discipline matters easily without being harsh, l) the teacher seems happy and content, m) the assistant teacher/aide is warm and affectionate towards their child. Respondents indicate whether they feel this way never, sometimes, often or always.	FACES 2003 (Fall) FACES 2003 (Spring) FACES 2003 (Spring)

Table B.12 *(continued)*

Measure/Variable	Description	Prior Use
Parent involvement in Head Start	Parent Interview: "Parent Involvement and Satisfaction with Head Start." In the spring interview, respondents are asked one question on parent involvement in Head Start that includes 15 sub items. Respondents are asked how often they have participated in various Head Start activities since the beginning of the Head Start year, including the following: a) volunteering or helping out in the classroom, b) observing in the classroom for at least 30 minutes, c) preparing food or materials for special events such as a holiday celebration or special cultural event, d) helping with field trips or other special events, e) attending Head Start social events such as bazaars or fairs for children and families, f) attending parent education meetings or workshops focusing on topics such as job skills or child-rearing, g) attending parent-teacher conferences, h) visiting with a Head Start staff member in their home, i) attending a Head Start event with a spouse or partner, j) attending a Head Start event with another adult, k) participating in Policy Council, monitoring-related activities or other Head Start planning groups, l) calling or visiting another Head Start parent on a matter related to Head Start, m) preparing or distributing newsletters, fliers, or Head Start materials, n) participating in fundraising activities, and o) any other activities in which respondents are asked to describe. For each activity, respondents are asked to select the frequency of their participation from not yet, once or twice, several times, about once a month or at least once a week.	FACES 2003 (Spring)
Parent involvement in Head Start	Parents are asked how often they have: a. Volunteered or observed in their child's classroom; b. Attended parent-teacher conferences; c. Attended parent education meetings or workshops focusing on topics such as job skills or child-rearing; d. Attended or helped out with center activities such as fieldtrips, fundraising, Policy Council, or other planning groups; e. Other (specify). Parents respond with not yet, once or twice, several times, about once a month, or at least once a week.	HS Impact Study 2003
The Family Involvement Questionnaire Fantuzzo, Tighe, & Childs (2000)	The Family Involvement Questionnaire (FIQ) is a multidimensional measure of caregiver involvement in early childhood education consisting of 40 items on a scale of 1 (never) to 4 (almost always).	Temple University QRC
The Parent-Teacher Connection Q-Sort Waanders, Mendez & Downer (2004)	The Parent-Teacher Connection Q-Sort asks both lead and assistant teachers to rate their level of connection with families each month on a four-point scale of 1 (not connected), 2 (somewhat connected), 3 (moderately connected), and 4 (strongly connected). Scores are summed across raters and months to achieve an overall connection score. Higher scores indicate a stronger mesosystem. To administer this measure, classroom teachers sort the children in their class into one of four piles based on their level of connection with each child's caregiver. Teachers are provided with a short definition (including behavioral examples) for the categories, and are asked to consider parents' involvement and interactions with them from the start of the school year until the time of the assessment. Previous research showed the Connection Q-Sort was positively correlated with parents' report of school-based involvement and parent attendance at center events.	Temple University QRC
Psychological well-being Pearlin Mastery Scale, Locus of Control Pearlin & Schooler (1978) Abbreviated version of the Center for Epidemiology Studies Depression Scale (CES-D) Ross, Mirowsky & Huber, 1983	Parent Interview: "Your Feelings." Respondents are asked two general questions related to their psychological well-being. The first question has seven sub items and is from the Pearlin Mastery Scale Locus of Control. Interviewers read a list of feelings or attitudes people have about themselves including the following: a) There is really no way I can solve some of the problems I have, b) Sometimes I feel that I'm being pushed around in life, c) I have little control over the things that happen to me, d) I can do just about anything I really set my mind to do, e) I often feel helpless in dealing with the problems of life, f) What happens to me in the future depends mostly on me, g) There is little I can do to change many of the important things in my life. After each statement, respondents indicate whether they strongly disagree, disagree, agree, or strongly agree. The second question contains 12 sub items and is from the Abbreviated version of the Center for Epidemiology Studies Depression Scale (CES-D). Interviewers read a list of ways a respondent may have felt or behaved and the respondent indicates how often this has occurred during the last week: a) bothered by things that usually don't bother you, b) you did not feel like eating, your appetite was poor, c) that you could not shake off the blues, even with help from your family and friends, d) you had trouble keeping your mind on what you were doing, e) depressed, f) that everything you did was an effort, g) fearful, h) your sleep was restless, i) you talked less than usual, j) lonely, k) sad, and l) you could not get "going." Respondents indicate they felt this way rarely or never, some or a little, occasionally or a moderate amount of time, or most or all of the time.	FACES 2003 HS Impact Study 2003, 2004 (CES-D only)
Parent literacy	The Kaufman Functional Academic Skills Test (K-FAST) measures functional literacy. Parents are shown 29 signs (e.g., women's restroom signs; out of order sign) and words (e.g., what does IRS mean; what does bldg. mean?) on an easel and asked questions about them.	HS Impact Study, FACES 2000,

Table B.12 *(continued)*

Measure/Variable	Description	Prior Use
PARENTING OUTCOMES		
Support of and engagement in literacy and math activities	Parents are asked how many times they or someone in their family has read to the child in the past week: not at all, once or twice, three or more times, or every day. In the second question, respondents note the length of time in minutes their child enjoys being read to at a sitting. Third, the parents are asked how often did their child ask them to read books in the past week, not at all, once or twice, three or more times, or every day. Fourth, parents are asked how often their child shows interest in reading labels, people's names, or signs, never, once or twice so far, once or twice in past month, or once or twice in past week. Parent responds on a scale of 1 (never), 2 (once a month or less), 3 (two or three times a month), 4 (once or twice a week), 5 (three or four times a week) or 6 (every day). How often do children in this class: a. Work on learning the names of the letters; b. Practice writing the letters of the alphabet, c. Discuss new words, d. Have child(ren) tell you a story; e. Practice the sounds that letters make (phonics); f. Listen to you read stories where they see the print (e.g., Big Books); g. Listen to you read stories but they don't see the print; h. Retell or make up stories; i. Show child(ren) how to read a book or magazine (the way to hold it, point to words); j. Have the child(ren) practice writing or spelling their names; k. Learn about rhyming words and word families such as cat, mat, sat; and l. Practice or teach directional words such as over, up, in, etc. How often do children do each of the following activities? a. Count out loud; b. Work with shape blocks; c. Count things such as small toys, chips, etc. to learn math; d. Play math games; e. Use music to understand math ideas; f. Use dance or act out stories to practice math ideas such as numbers, size or shapes; g. Work with rulers, measuring cups, spoons, or other measuring instruments; h. Talk about calendar or days of the week. Do you regularly use an organized educational approach (like tapes, workbooks, or computer programs) for reading, language, or math activities? Yes/no. Do you use a specific curriculum or combination of curricula? Yes, specific; Yes, combination; No. If your main curriculum has a name, what is that name? How often do the children do each of the following activities? a. Work on arts and crafts activities; b. Play with games or indoor toys; c. Play sports or exercise; d. Have the child help with chores such as cleaning, setting the table, caring for pets, or cooking. Do you have a daily routine that you usually follow (in other words, do you usually feed (child) or have him/her play or nap at certain times)? Yes/no. Do you keep track of how (child) learns and grows by: a. keeping notes about (his/her) behavior or progress; b. Collecting samples of (child's) work; c. Collecting photos; d. Chart his/her) behavior or skills with stars or stickers; e. Other. Has anyone in your family done the following with the child in the past month: a) Gone to the movie; b) Gone to a play, concert, or other live show; c) visited an art gallery, museum, or historical site, d) visited a playground, park, zoo or gone on a picnic; e) talked with the child about his/her family history or ethnic heritage; f) attended an event sponsored by a community, ethnic, or religious group; g) Taken the child along while doing errands like going to the post office, the bank, or the store. For each activity, respondents indicate yes/no. Respondents indicate how often they have read books, magazines or the newspaper during the past week, choosing one of four responses: not at all, once or twice, three or more times, or every day. Respondents indicate with a yes/no which of the following eight materials they have in their homes: a) comic books, b) books for children, c) magazines for children, d) magazines for adults like Newsweek, People, or Sports Illustrated, e) newspapers, f) catalogs, g) religious books like a bible or prayer book, h) dictionaries or encyclopedias, and i) other books like novels or biographies or non-fiction. In the past month did you take any books home from the library? Yes/no.	HS Impact Study Spring 2003, 2004
Supportive of and engagement in literacy activities Involvement, engagement with children	Parent Interview: "Activities with Your Child." Parents are asked six distinct questions pertaining to their support of and involvement with literacy activities. In the first question, respondents indicate how many times they or someone in their family has read to the child in the past week from one of the following options: not at all, once or twice, three or more times, or every day. In the second question, respondents note the length of time in minutes their child enjoys being read to at a sitting. The third question involves 11 sub items. Respondents are asked to indicate with a yes/no if they or someone in their family has done the following things with the child in the past week: a) told him/her a story, b) taught him/her letters, words, or numbers, c) taught him/her songs or music, d) worked on arts and crafts with him/her, e) played with toys or games indoors, f) played a game, sport, or exercised together, g) took him/her along while doing errands like going to the post office, the bank or the store, h) involved him/her in household chores like cooking, cleaning, setting the table, or caring for pets, i) talked about what happened in Head Start, j) talked about TV programs or videos, and k) played counting games like singing songs with numbers or reading books with numbers. For	FACES 2003 (Fall) FACES 2003 (Spring)

Table B.12 *(continued)*

Measure/Variable	Description	Prior Use
	each activity noted as "yes" respondents are prompted to indicate whether they engaged in the activities one or two times or three or more times. The fourth question incorporates 11 sub items and asks if respondents or someone in their family has done the following things with the child in the past month: a) visited a library, b) gone to the movie, c) gone to a play, concert, or other live show, d) gone to a mall, e) visited an art gallery, museum, or historical site, f) visited a playground, park or gone on a picnic, g) visited a zoo or aquarium, h) talked with the child about his/her family history or ethnic heritage, i) attended an event sponsored by a community, ethnic, or religious group, j) attended an athletic or sporting even in which the child was not a player, and k) attended a church activity or church school. For each activity, respondents indicate yes/no. The fifth question is asked only in the fall interview. Respondents indicate with a yes/no which of the following eight materials they have in their homes: a) comic books, b) magazines for children, c) magazines for adults like Newsweek, People, or Sports Illustrated, d) newspapers, e) catalogs, f) religious books like a bible or prayer book, g) dictionaries or encyclopedias, and h) other books like novels or biographies or non-fiction. The sixth question is asked only in the spring. Respondents indicate how often they have read books, magazines or the newspaper during the past week. Respondents choose one of four responses: not at all, once or twice, three or more times, or every day.	
Discipline strategies	Parent Interview: "Household Rules" (Fall). Parent Interview: "Household Rules and Parenting Practices" (Spring). A total of five questions relate to discipline strategies, but not all questions may be asked because of skip patterns. The first question asks respondents to indicate yes/no to whether they have spanked their child in the past week for not minding. If respondents indicate "yes," then a second question is asked probing for the number of times respondents have spanked the child in the past week. The third question requires all respondents to answer either yes/no to whether they have used a "time out" or sent the child to his/her room in the past week for not minding. If respondents reply "yes," then they are asked to estimate the number of times they have used time outs.	FACES 2003 HS Impact Study 2003
Discipline Strategies	Interviewers read a series of 13 statements that parents of young children say about themselves: a) I control my child by warning him/her about the bad things that can happen, b) There are times I just don't have the energy to make my child behave as he/she should, c) My child and I have warm intimate moments together, d) I teach my child that misbehavior or breaking the rules will always be punished one way or another, e) I encourage my child to be curious, to explore, and to questions things, f) I do not allow my child to get angry with me, g) I am easygoing and relaxed with my child, h) I believe that a child should be seen and not heard, i) I make sure my child knows that I appreciate what he/she tries to accomplish, j) I have little or no difficulty sticking with my rules for my child even when close relatives are there, k) I encourage my child to be independent of me, l) Once I decide to deal with a misbehavior of my child, I follow through on it, and m) I believe physical punishment to be the best way of disciplining. Respondents must indicate how much the statement is like them using the following scale: exactly, very much, somewhat, not much or not at all.	FACES 2003, adapted in HS Impact Study
Attitudes about kindergarten preparation	Parents are asked the extent to which they agree with each of the following statements on children's preparation for school: (they respond either strongly disagree, disagree, neither agree nor disagree, agree, strongly agree) a. Attending preschool for example, nursery, pre-kindergarten, or Head Start is very important for success in kindergarten; b. Children who begin formal reading and math instruction in preschool will do better in elementary; c. Parents should make their children know the alphabet before they start kindergarten; d. Most children should learn to read in kindergarten; e. Parents need help in learning how to teach their children how to read; f. Parents should set aside time every day for their kindergarten children to practice schoolwork; g. Homework should be given to kindergarten children almost everyday; h. Parents should read to their children and play counting games at home regularly.	HS Impact Study 2003, 2004
PARENT-CHILD RELATIONSHIP		
Parent-child relationship scale Pianta (1992)	Parent report, which assesses how warmly parents view their relationship with their child. The PCRS is a 15-item questionnaire that asks parents to rate items on a 5-point Likert-type scale.	HS Impact Study, NICHD
HOME ENVIRONMENT		
HOME Caldwell & Bradley (1984)	Measure of home environment survey, including learning stimulation, parental responsiveness, spanking, as well as more physical aspects, such as the number of books on the shelves, cleanliness of the home, and crowding. It has been adapted from a semi-structured discussion and observation in family's home to survey format.	Adaptations widely used in early childhood research

Table B.12 *(continued)*

Measure/Variable	Description	Prior Use
Confusion, Hubbub, and Order Scale (CHAOS) Matheny et al (1995)	Parent report measure of the home environment that focuses on the extent of disorganization and confusion that exists in a number of areas. The scale consists of six items rated on a five-point scale (1=definitely untrue, 5=definitely true) about the levels of chaos in the home. Sample items include "You can't hear yourself think in our home" and "We are usually able to stay on top of things" (reversed). Has demonstrated modest to moderate links with children's general cognitive ability, held when controlling for SES and eight additional environmental risk variables.	
Safety (germane, if a health-focused family/home intervention)	Parent Interview, Health and Safety Practices Section. There is one question, with 10 items related to safety practices: a) use of safety or seat belt for child when in the car, b) keep medicines in childproof bottles or out of child's reach, c) have at least one operating smoke detector, d) keep cleaning materials out of reach of child and/or in locked cabinets, e) have a first-aid kit at home, f) keep the poison control center number and other emergency numbers by the telephone, g) supervise child when crossing the street or riding tricycles/bicycles near traffic, h) keep matches and cigarette lighters our of child's reach, i) supervise child when he/she is in the bathtub, j) keep firearms under lock and key. The interviewer codes these items on a scale of never, sometimes, most of the time, or always. For item j, the interviewer can code not applicable.	FACES 2004 (Spring), HS Impact Study
Structure/Rules	Parent Interview, Household Rules (Fall), Household Rules and Parenting Practices (Spring). This question contains five sub items and asks whether in the respondent's house, there are rules or routines about: a) the TV programs the child may watch, b) the number of hours of TV the child may watch, c) the kinds of food the child may eat, d) the child's bedtime, and e) the child's chores. Respondents reply yes/no.	FACES 2003, HS Impact Spring 2003, 2004

Table B.13. Family, Parent, Child, Home, and Extra-Familial Characteristics from FACES that May Moderate Head Start Enhancement Impacts on Children

Measure	Description of Measure in FACES	Theoretical Rationale
FAMILY CHARACTERISTICS		
Number of children in household	F03/S04 Parent Interview: "You and Your Family." These three items measure the number of children in the household age 17 years and younger, the first name of each household member, and his/her respective age.	Proxy for child's access to parent (time/accessibility/risk)
Household income	F03/S04 Parent Interview: "Income and Housing." A total of seven questions are related to income, but not all questions may be asked based on skip patterns. The first question consists of eight items related to incomes sources. Respondents indicate yes/no to each of the following income sources in the past six months: (a) Welfare, TANF, or general assistance, (b) Unemployment insurance, (c) Food stamps, (d) WIC- Special supplemental food program for Women, Infants, and Children, (e) Child support, (f) SSI or Social Security Retirement, Disability, or Survivor's benefits, (g) Payments for providing foster care, and (h) Energy assistance. Two questions related to income are the total household income for the previous calendar year and the gross income in the last month, both recorded as a dollar amount. The fourth question ascertains the number of adults who contribute to the household income.	Indicator of economic/material capital
Public assistance status	F03/S04 Parent Interview: "Income and Housing." Respondents indicate yes/no to eight items related to income sources in the past six months: (a) Welfare, TANF, or general assistance, (b) Unemployment insurance, (c) Food stamps, (d) WIC- Special supplemental food program for Women, Infants, and Children, (e) Child support, (f) SSI or Social Security Retirement, Disability, or Survivor's benefits, (g) Payments for providing foster care, and (h) Energy assistance.	Indicator of economic/material capital
PARENT CHARACTERISTICS		
Age (in years)	F03 Parent Interview: "You and Your Family." One question on the birth date of the child's mother and one question on the birth date of the child's father, recorded as month, day, year.	Demographic characteristic
Respondent's relationship with child	F03/S04 Parent Interview: "Eligibility." Determined from respondent's reply to an open-ended question on his/her relationship to the child. For this question, the interviewer has 20 precoded response categories.	Demographic characteristic
Race/ethnicity	F03 Parent Interview: "You and Your Family." In this series of three questions, the respondent provides information on his/her race/ethnicity, but not all questions may be asked based on skip patterns. The first question determines if the parent has Spanish, Hispanic, or Latino origins. The interviewer codes yes/no. Based on the response to the first question, the second question collects more specific information on the origin: (a) Mexican, Mexican American, Chicano, (b) Puerto Rican, (c) Cuban, or (d) another Spanish/ Hispanic/Latino group. The third question is an open-ended question on the respondent's race. The interviewer may record more than one of the 14 precoded race categories or other (specified).	Demographic characteristic
Country of origin/immigrant status	F03 Parent Interview: "You and Your Family." The first question asks in what country the parent was born. The interviewer records either U.S. or other (specified). The second question records how many years the parent has lived in the United States.	Demographic characteristic

Table B.13 *(continued)*

Measure	Description of Measure in FACES	Theoretical Rationale
Educational attainment (highest grade completed)	F03/S04 Parent Interview: "You and Your Family." A total of four questions are related to educational attainment, but not all questions may be asked based on skip patterns. The first question measures the parent(s) highest grade completed on 13 precoded responses categories: from up to 8th grade to Professional Degree after Bachelor's Degree. The second question determines if the parent(s) have taken any programs, courses, classes, or workshops in the past 12 months, recorded as yes/no. The third question is open-ended to ascertain the main reason for attending. The interviewer has nine precoded response categories. The fourth question inquires whether the parent(s) is working toward a degree/certificate. If he/she is, the interviewer probes to ascertain the type of degree/certificate and responses are coded into five precoded response options and a response for other (specified). In the spring interview, the parent(s) is only asked about program/class enrollment or degrees/certificates earned since the fall interview.	Indicator of human capital
Employment status	F03/S04 Parent Interview: "You and Your Family." In the fall interview, three possible questions are asked about the parent's employment status, but some may not be asked because of skip patterns. The parent is first asked whether he/she is currently working full-time, part-time, looking for work, in school, in a training program, keeping house, or doing something else. If the parent works, then two additional open-ended questions are asked. The parent must indicate for whom he/she has worked in the past 12 months. In addition, the parent is asked to detail their most important activities or duties. His/her occupation is then recorded into 24 precoded categories. Respondents also are asked to answer these questions on behalf of the child's other parent. In the spring, the parent is asked whether he/she is still working for the same employer and/or doing the same kind of work as previously recorded in the fall interview. Responses are yes/no. Depending upon the parent's response, he/she is either asked to detail his/her new place of employment and/or his/her new activities or duties. His/her occupation is then coded into 24 precoded categories. The parent also is asked to answer these questions on behalf of the child's other parent.	Proxy for time available to child
Physical health (overall health rating)	F03 Parent Interview: "Family Health Care" S04 Parent Interview: "Health and Safety Practices" For this single question, the interviewer records the parent's health on a 5-point scale: excellent, very good, good, fair or poor.	Indicator of parental capabilities
Condition/disability (e.g., an impairment or health problem that limits work)	F03 Parent Interview: "Family Health Care" S04 Parent Interview: "Health and Safety Practices" Two questions are related to health conditions that limit work. In the first question, the interviewer codes yes/no to whether the parent has a health impairment that keeps him/her from working. If yes, the interviewer asks if the parent is limited in the kind or amount of work he/she can do. This response is coded yes/no. F03 Parent Interview: "Family Health Care" One question asks the parent if there have been any problems when using alcohol or drugs, and two items are specific to missed work: (e) how many times have you or anyone in your household missed work or school or had to call in sick because of the use of alcohol, (f) how many times have you or anyone in your household missed work or school or had to call in sick because of the use of drugs. The interviewer records the response on a 5-point scale: never, once or twice, three or four times, five or six times, or more than six times. There is also a response option for not applicable/don't use. In the spring interview, the items related to alcohol and/or drug use have been omitted.	Indicator of parental capabilities
Marital status	F03/S04 Parent Interview: "You and Your Family." This single question measures the marital status of the parent(s). The interviewer has five precoded response categories.	Proxy for time available to child; proxy for economic and social capital
"Developmental history:" Was a teen mother? Was abused and/or neglected as a child?	F03 Parent Interview: "You and Your Family." For this single question, the interviewer records, in years, the age of the mother when she gave birth for the first time.	Proxy for parent psychological resources

Table B.13 *(continued)*

Measure	Description of Measure in FACES	Theoretical Rationale
CHILD CHARACTERISTICS, CONDITIONS, DEVELOPMENTAL STATUS		
Age (in months)	F03/S04 Parent Interview: "About Your Child and Family." This single question records the child's birth date by month, day, and year.	Proxy for developmental status
Sex	F03/S04 Parent Interview: "About Your Child and Family." This single question records the child's sex as boy or girl.	Demographic characteristic
Race/ethnicity	F03/S04 Parent Interview: "About Your Child and Family." In this series of three questions, the parent provides information on the child's race/ethnicity, but not all questions may be asked based on skip patterns. The first question determines if the child has Spanish, Hispanic, or Latino origins. The interviewer codes yes/no. Based on the response to the first question, the second question collects more specific information on the origin: (a) Mexican, Mexican American, Chicano, (b) Puerto Rican, (c) Cuban, or (d) another Spanish/ Hispanic/Latino group. The third question is an open-ended question on the child's race. The interviewer may record more than one of the 14 precoded race categories or other (specified).	Demographic characteristic
Country of origin/immigrant status	F03/S04 Parent Interview: "About Your Child and Family." The first question asks in what country the child was born. The interviewer records either United States or other (specified). The second question records how many years the child has lived in the United States.	Demographic characteristic
Physical, mental, emotional handicap/condition, disabilities (e.g., if any special need or disability; if child disability affect child's ability to learn; if child has an IEP)	F03/S04 Parent Interview: "Disabilities." A total of eight questions are related to the child's health/disabilities/special needs, but not all questions may be asked based on skip patterns. The first question determines if the child has any special needs or disabilities, recorded as yes/no. The second question asks if a Head Start staff member suggested the parent receive a professional opinion regarding the child's health, recorded as yes/no. The third question includes 15 items related to various diagnoses: (a) specific learning disability, (b) mental retardation, (c) speech impairment, (d) language impairment, (e) emotional/behavioral disorder, (f) deafness, (g) another hearing impairment, (h) blindness, (i) another visual impairment, (j) orthopedic impairment, (k) another health impairment lasting six months or more, (l) autism, (m) traumatic brain injury, (n) non-categorical/developmental delay, and (o) other (specified). The interviewer codes each item as yes/no. The fourth question determines if the child's disability affects his/her ability to learn, recoded as yes/no. The fifth question ascertains if the child has an Individualized Education Plan (IEP), recorded as yes/no. The sixth question asks if the parent or another family member participated in developing the IEP, recorded as yes/no. The seventh question asks if the IEP was developed with Head Start or another agency. The interviewer codes Head Start or not Head Start. For the eighth question, the parent rates how satisfied they are with the IEP on a 4-point scale: very dissatisfied, somewhat dissatisfied, somewhat satisfied, or very satisfied. In the spring interview, the parent is asked four additional questions related to the child's disability. The first two questions clarify if the disability was diagnosed before the child started Head Start (yes/no) or since the child started Head Start (yes/no). The third question consists of two items related to how helpful Head Start was with: (a) assisting the parent in talking with other schools and agencies, and knowing about other resources for meeting the child's special needs, and (b) helping the parent better meet the special needs of the child in the home. The interviewer codes the response on a 4-point scale: not at all helpful, a little helpful, helpful, or very helpful. On the fourth question, the interviewer codes whether the child is receiving none, some, most or all of the services identified in the IEP.	Indicator of developmental status
Developmental status	(See Table B.1 through Table B.8)	Indicator of developmental status

Table B.13 *(continued)*

Measure	Description of Measure in FACES	Theoretical Rationale
HOME ENVIRONMENT		
Health of family members (e.g., family member has illness or condition that requires on going care; smoking in home; drinking problem in home; drug problem in home)	F03 Parent Interview: "Family Health Care" S04 Parent Interview: "Health and Safety Practices" A series of eight questions are related to the health of family members, but not all questions may be asked based on skip patterns. The first question asks if anyone in the household has an illness that requires ongoing care. The second question asks if the parent smokes tobacco. The third question asks if anyone else in the household smokes tobacco. These three questions are recorded as yes/no. The fourth question asks how often the parent drinks alcoholic beverages on a 6-point scale: less than once a week, 1 or 2 days per week, 3 or 4 days per week, 5 or 6 days per week, everyday, or never. The fifth question asks the parent the number of drinks he/she usually had on the days that he/she drank in the last 30 days. The sixth question asks if anyone else in the household drinks alcohol, recorded as yes/no. The seventh question asks if anyone in the household uses drugs, recorded as yes/no. The eighth question is a series of six items related to any problems household members may have had in the last 12 months with using alcohol or with using drugs: (a) how many times have you or anyone in your household gotten into trouble with family or friends because of the use of alcohol, (b) how many times have you or anyone in your household gotten into trouble with family or friends because of the use of drugs, (c) how many times have you or anyone in your household gotten in trouble with the police because of the use of alcohol, (d) how many times have you or anyone in your household gotten in trouble with the police because of the use of drugs, (e) how many times have you or anyone in your household missed work or school or had to call in sick because of the use of alcohol, (f) how many times have you or anyone in your household missed work or school or had to call in sick because of the use of drugs. The interviewer records the response on a 5-point scale: never, once or twice, three or four times, five or six times, or more than six times. There is also a response option for not applicable/don't use. In the spring interview, the questions related to alcohol and drug use have been omitted.	Proxy for capabilities of household adults
Safety	S04 Parent Interview: "Health and Safety Practices." There is one question, with 10 items related to safety practices: (a) use of safety or seat belt for child when in the car, (b) keep medicines in childproof bottles or out of child's reach, (c) have at least one operating smoke detector, (d) keep cleaning materials out of reach of child and/or in locked cabinets, (e) have a first-aid kit at home, (f) keep the poison control center number and other emergency numbers by the telephone, (g) supervise child when crossing the street or riding tricycles/bicycles near traffic, (h) keep matches and cigarette lighters our of child's reach, (i) supervise child when he/she is in the bathtub, (j) keep firearms under lock and key. The interviewer codes these items on a 4-point scale: never, sometimes, most of the time, or always. For item j, the interviewer can code not applicable.	Indicator of material resources
Family violence (e.g., if child is a witness and/or victim of domestic violence)	F03 Parent Interview: "Home and Neighborhood Characteristics." Nine questions are related to violence in the home. The first subitem asks if the respondent was a victim of a violent crime in his/her own home in the past year, recorded as never, once or more than once. The second question asks if the parent has been hit, kicked, punched or otherwise hurt by someone within the last year, recorded as yes/no. Based on the parent's response, the third question asks how the person was related to him/her. The fourth question asks if the parent feels safe in his/her current relationship, recorded as yes, no, or no current relationship. The fifth question asks if there is a partner from a previous relationship who is making the parent feel unsafe, recorded as yes/no. The final questions ask about the child's experience in the last year, all coded as yes/no. The sixth question asks if the child has witnessed a violent crime. The seventh question asks if the child has witnessed domestic violence. The eighth question asks if the child has been a victim of a violent crime. The ninth question asks if the child has been a victim of domestic violence.	Indicator of family psychological resources

Table B.13 *(continued)*

Measure	Description of Measure in FACES	Theoretical Rationale
EXTRA-FAMILIAL CHARACTERISTICS		
Exposure to neighborhood violence (e.g., child is witness and/or victim of violence)	F03 Parent Interview: "Home and Neighborhood Characteristics." Three questions are related to neighborhood violence. The first question includes four items: (a) parent saw nonviolent crimes take place in his/her neighborhood, (b) parent heard or saw violent crime take place in his/her neighborhood, (c) parent knows someone who was a victim of a violent crime in his/her neighborhood, (d) parent was a victim of a violent crime in his/her neighborhood. These items are recorded on a 3-point scale: never, once, or more than once in the past year. The second question asks if the child was a witness of a violent crime in the last year, recorded as yes/no. The third question asks if the child was a victim of a violent crime in the last year, recorded as yes/no.	Indicator of social capital
How often non-residential parent sees child	F03/S04 Parent Interview: "You and Your Family." A series of four questions is asked related to the child's relationship with both the mother and the father, but not all the question may be asked based on skip patterns. The first question determines if the parent(s) is in the household, recorded as in the household, not in the household, or deceased. The second question, asks if the parent(s) lives in the same city or county as the child, recorded as yes/no. The third question records in the number of days in the past year the child has seen his/her parent(s). The fourth question ascertains how long it has been since the child has had contact with his/her parent(s), recorded as never having contact or the number of days, weeks, months, or years.	Indicator of social capital
If non-residential parent contributes financial support	F03/S04 Parent Interview: "You and Your Family." Two questions are asked related to financial support received from the nonresidential parent(s). The first question asks if the respondent has received any child support payments from the parent(s) in the past 12 months. The second question asks if the respondent has received any other financial support from the parent(s) in the past 12 months. In the spring interview, respondents are only asked about financial support since the fall interview.	Indicator of social capital
If there is someone available to help the parent with child	Respondents are asked how helpful each of the following have been in terms of raising their child over the past month: child's father; child's mother; spouse or partner; child's grandparents; other relatives; friends; co-workers; professional help givers, like counselors or social workers; head Start staff; other parents met through Head Start; other child care providers; religious or social group member; and anyone else. For each respondent, choose not very helpful, somewhat helpful, very helpful, or not applicable.	Indicator of social capital
TEACHER/CLASSROOM CHARACTERISTICS		
GRANTEE/CENTER CHARACTERISTICS		

Table B.14. Measures of Potential Program and Teacher Characteristics from the PIR and FACES as Moderators: Description

Program and Staff Level Moderators		
Measure	**Description**	**Prior Use**
PROGRAM MEASURES		
Description of Agency	(a) grantee that directly operates program(s) and has no delegates, (b) grantee that directly operates programs and delegates service delivery, (c) grantee that maintains central office staff only and operates no programs(s) directly, (d) delegate agency, (e) grantee that delegates all of its program(s); it operates no program directly and maintains no central office staff	PIR 2002-2003
Type of Agency	(a) community action agency, (b) school system, (c) private/public non-profit, (d) private/public for-profit, (e) government agency, (f) tribal government or consortium	PIR 2002-2003
Agency Affiliation	(a) secular or non-religious agency, (b) religiously-affiliated agency inspired by religion, providing essentially secular services, (c) religious organization with pronounced religious characteristics or a house of workshop, providing essentially secular services	PIR 2002-2003
Length of the Program Year	Start and end dates	PIR 2002-2003
Type of Program	(a) Center-based, (b) home-based, (c) combination, (d) family child care, (e) locally designed options	PIR 2002-2003
Total Actual Enrollment	Numeric data	PIR 2002-2003
Actual Enrollment by Child Age	(a) under 1 year, (b) 1 year old, (c) 2 years old, (d) 3 years old, (e) 4 years old, (f) 5 years and older	PIR 2002-2003
Actual Enrollment by Type of Eligibility	a) number of children who were enrolled based on receipt of public assistance,(b) number of children who were enrolled based on income eligibility, (c) the number of children who were enrolled although their families were over-income and were not eligibility for public assistance, (d) the number of children who were enrolled due to status as a foster child.	PIR 2002-2003
Actual Enrollment by Ethnicity	The number of children in the following race/ethnic categories: (a) American Indian or Alaska Native, (b) Asian, (c) Black of African American, (d) Hispanic or Latino origin, (e) Native Hawaiian or other Pacific Islander, (f) White, (g) Biracial/multi-racial, (h) Other, (i) Unspecified	PIR 2002-2003
Actual Enrollment by Primary Language of Family at Home	The number of children using the following languages as their primary language at home: (a) English, (b) Spanish, (c) Native Central American, South American & Mexican languages (d) Caribbean languages, (e) Middle Easter & South Asian languages, (f) East Asian languages , (g) Native North American/Alaska Native languages, (h) Pacific Island languages, (i) European & Slavic languages, (j) African languages, (k) Other	PIR 2002-2003
Turnover in Enrollment	Total number of children who dropped out any time after classes or home visits began and did not re-enroll	PIR 2002-2003
Children's Receipt of Child Care Subsidy	Number of Head Start Enrolled Children Who Received a Child Care Subsidy, Whether the Care Was Provided Through Head Start or Another Provider	PIR 2002-2003
Region	Northeast, Midwest, South, West	FACES
Urbanicity	Urban/rural	FACES
Percent of Minority Families in the Program	Low, Moderate, High	FACES
Percent of Parents with Some College Education	Low, Moderate, High	FACES
% with Income in Upper End of Poverty Range	Low, Moderate, High	FACES
% of Teachers with AA, BA, or Graduate Degree	0-50%, 51-99%, 100%	FACES

Table B.14 *(continued)*

Program and Staff Level Moderators		
Measure	**Description**	**Prior Use**
Average Quality Factor Score	Low, Moderate, High	FACES
Average ECERS Language Score	Low, Moderate, High	FACES
Average Child-Adult Ratio	Low, Moderate, High	FACES
Health Insurance	Number of all children with health insurance	PIR 2002-2003
Available & Accessible Medical Care	Number of children with an ongoing source of continuous, accessible medical care	PIR 2002-2003
Available & Accessible Dental Care	Number of children with an ongoing source of continuous, accessible dental care	PIR 2002-2003
Local Education Agency (LEA)	The number of LEAs that the Head Start program has a formal agreement with to coordinate services for children with disabilities	PIR 2002-2003
Transition Activities	PIR: The number of local school districts with which the Head Start program has a formal agreement to coordinator transition services for children and families FACES: Center Director is asked (a) what transition to kindergarten activities she/he does and (b) what ways the center works with the schools that the HS children will attend.	PIR 2002-2003; FACES 2000 Fall Center Director Interview
Family Services	The number of families that received services through HS or through referrals for (a) emergency/crisis intervention, (b) housing assistance, (c) transportation assistance, (d) mental health services, (e) English as a Second Language (ESL) training, (f) adult education, (g) job training, (h) substance abuse prevention or treatment, (i) child abuse and neglect services), (j) domestic violence services (k) child support assistance, (l) health education, (m) assistance to families of incarcerated individuals, (n) parenting education, (o) marriage education services, (p) total number of families reported in more than one service category above.	PIR 2002-2003
Benefits received by Head Start staff through Head Start	Center director is asked if she/her receives (a) paid vacation time, (b) paid sick leave, (d) paid maternity leave, unpaid maternity leave, (e) paid family leave, (f) fully or partially paid health insurance, (g) fully or partially paid dental insurance, (h) tuition reimbursement, (i) retirement plan	FACES 2000 Fall Center Director Interview
CLASSROOM QUALITY MEASURES		
Assessment Profile of Early Childhood Programs		FACES
Early Childhood Environment Rating Scale (ECERS)		FACES
Arnett Scale of Caregiver Behavior		FACES
Counts of Staff/Children		FACES
STAFF CHARACTERISTIC MEASURES		
Staff Turnover	PIR: The number of staff who left and were replaced during the year FACES: (a) Center Director is asked about the number of lead teachers and assistant teachers (or teacher aides) who left and had to replaced during the year; (b)whether the program had or had recently begun any efforts to reduce teacher turnover and what were these efforts.	PIR 2002-2003; FACES 2000 Fall Center Director Interview
Staff Vacancies	Center Director is asked (a) if currently there are any unfilled vacancies for assistant teacher or teacher aides; (b) if the job of finding replacement teachers relatively easy, fairly easy, fairly difficult or very difficult	FACES 2000 Fall Center Director Interview
Volunteers	Total number of person providing any volunteer services to your program this enrollment year.	PIR 2002-2003

Table B.14 *(continued)*

Program and Staff Level Moderators		
Measure	**Description**	**Prior Use**
Waiting Lists and Program Expansion	Center Director is asked r (a) at the beginning of this program year, did you have a waiting list of children whose parents wanted to enroll them in classes in this center, but for whom slots were not available? (b) how many children were on this waiting list? (c) based on last year's experience, how many of the children on the waiting list do you think you will eventually enroll during the course of the year? (d) what is your procedure for selecting children off the waiting list? (e) have you expanded the HS program at this Center in the last two years to serve more children? (f) how many children have you added? (g) how many classrooms have you added? (h) how many teachers have you added? (h) have you added new program components such as…? (i) in carrying out this expansion, have you encountered serious problems in any of the following areas…?. Center Director is asked similar questions in relation to program expansion plans for the next two years	FACES 2000 Fall Center Director Interview
Highest Level of Education of Staff	PIR: (a) GED or high school graduate, (b) associate degree or at least two years of college completed, (c) baccalaureate degree, (d) graduate degree, (f) child development associate (CDA).. FACES: Center Director/Teacher is asked what her/his (a) highest grade of year of school completed; (b) degree field; (c) whether field included 6 or more college courses in ECE or CD; (d) whether she/he completed 6 or more college courses in ECE or CD since completing degree; (e) name of the college or university whether highest degree was obtained; (f) city and state location of the college university; (g) whether she/he received a CDA; (h) whether she/he received a state-awarded preschool certificate; (i) whether she/he received a teaching certificate or license; (j) whether she/he received job-related licenses; (k) whether she/he is a member of a professional association for early childhood education	PIR 2002-2003; FACES 2000 Fall Center Director Interview; FACES Fall 2003 Teacher Interview
Number of Years in Position	Numeric data	PIR 2002-2003
Annual Staff Salary (regardless of funding source)	Dollar amount FACES: Center Director/Teacher is asked her/his total annual salary (before taxes) for the current school year	PIR 2002-2003; FACES 2000 Fall Center Director Interview; FACES Fall 2003 Teacher Interview
Race & Ethnicity of Staff	The number of staff in the following race/ethnic categories: (a) American Indian or Alaska Native, (b) Asian, (c) Black of African American, (d) Hispanic or Latino origin, (e) Native Hawaiian or other Pacific Islander, (f) White, (g) Biracial/multi-racial, (h) Other, (i) Unspecified FACES: Center Director/Teacher is asked three race/ethnicity questions	PIR 2002-2003; FACES 2000 Fall Center Director Interview; FACES Fall 2003 Teacher Interview
Language of Child Development Staff	The number of child development staff who are proficient in a language other than English FACES: Center Director is asked if she speaks a language other than English and what it is.	PIR 2002-2003; FACES 2000 Fall Center Director Interview
Teacher education initiatives and staff training	Center Director is asked (a) whether she/her has or recently begun any efforts to help teachers and assistant teachers get their college degrees, CDA's, or early childhood certification; (b) what she/he is doing or trying to do in this regard; (c) how often the program provides training for teachers and assistant teachers, family services workers, health staff; (d) who conducts the training; (e) what form does the training usually take; (e) does she/her have mentor teachers to work with teachers in classrooms; (f) how often do the mentors come to the classroom; (g) overall how helpful is the training that staff receive; (h) whether she/he would like to have more training; (i) what kind of training they would she/he like to have; (j) who would she/he like to provide the training.	FACES 2000 Fall Center Director Interview
Perception of New Teacher Qualification	Center Director is asked if teachers who came to the Center this year or last year were more qualified, as qualified or less qualified than the teachers they replaced	FACES 2000 Fall Center Director Interview