



# Self-Reflection Worksheet

## Child Assessments

Assessments are an important—and often time-consuming—part of program practice. The Head Start Program Performance Standards (HSPPS) require programs to use child assessments for individualization and ensure the assessment meets certain requirements. But they don’t require or recommend any specific tools. So, what child assessments does your program use and why? Do your current tools meet your program needs? This self-reflection worksheet is designed to help you evaluate your current child assessment tools.

### The Why

Beyond meeting the HSPPS, why does your program conduct child assessments? What value do these assessments bring? *(Be specific.)*

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### The What

**Name of Child Assessment:** \_\_\_\_\_

*Reflect on one tool at a time. Print multiple copies of this worksheet for each screener your program uses.*

**What type of child assessment is it?**       Screening     Formative     Summative     Unsure

*Screening tools* are brief measures of child development to identify indicators of risk and determine whether further diagnostic *evaluation* is needed. *Formative assessments* monitor child progress towards learning and development goals and are used to inform instruction. *Summative assessments* compare child progress to a standard or benchmark and are used to evaluate child learning and/or program effectiveness.

**Is it observation-based or direct?**                       Observation-based     Direct     Unsure

*Observation-based:* Children are observed during everyday activities and evidence of specific skills or developmental progress is recorded. *Direct:* Children are asked to complete specific tasks or activities with right and wrong answers, such flashcards with a teacher or playing a game on an iPad that records responses.

**Is it aligned with the Head Start Early Learning Outcomes Framework?**

Yes  No  Unsure

*What domains of child development does the measure assess? Does it include the domains identified in the ELOF? If applicable, is it aligned with your state standards?*

**Is it an accurate tool for the community you are serving?**

Yes  No  Unsure

*While a tool may advertise itself as valid and reliable, do you know if it was tested for use with children similar to those you serve? How did you check? A tool can be valid and reliable for one population but not another, based on student age, level of development, culture, language, and disability status.*

**Is it an accurate tool for your intended purpose?**

Yes  No  Unsure

*A tool may also be valid and reliable for one purpose but not another. For example, a tool that was tested only for screening may not bear the same scientific validity as a formative assessment.*

**Does it provide high-quality, usable information for you and your staff?**

Yes  No  Unsure

*Can your program access and explore the data to aid decision-making? Can staff use the data to inform their instruction? Can your leadership team use it to inform coaching? Can the data be disaggregated by subgroup?*

**Do the staff conducting the assessment have the appropriate training or qualifications?**

Yes  No  Unsure

*Different measures require different levels of training to get accurate results. What training is required? Do you have the capacity to provide this training to all appropriate staff? Is there a tool to support rater fidelity? Do you use it?*

**The Alignment**

**How many times did you select the following answers?** Yes \_\_\_\_\_ No \_\_\_\_\_ Unsure \_\_\_\_\_

All of the Yes-No questions are required components of any assessment you use in your program. If you selected “No” or “Unsure” for any of the questions above, it is a critical sign that your assessment is not meeting your program needs or the HSPPS ([1302.33](#)).

**Does the assessment meet *all / some / none* of your program’s needs?**

Why did you select the answer above? What next steps should you take accordingly?

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