



Quality Measures Compendium An Overview

July 31, 2007

Many states are developing Quality Initiatives and employing measures originally created for research or for guiding improvement in practice for the new purpose of assigning quality ratings to early care and education settings. States are also using these measures to monitor change in quality over time. Given the comprehensiveness of quality rating systems in terms of the dimensions of quality they address, as well as state variation in Quality Initiatives and the diversity of early care and education settings that are being assessed, no one quality measure is likely sufficient for the purpose of creating indicators for Quality Initiatives. The *Quality Measures Compendium* is being compiled by Child Trends for the Office of Planning Research and Evaluation of the Administration for Children and Families, U.S. Department of Health and Human Services, to provide a consistent framework with which to review the existing measures of the quality of early care and education settings. Our aim is to provide uniform information about quality measures. It is hoped that such information will be useful to researchers, practitioners, and in informing the measurement of quality for policy-related purposes. The compendium is modeled after the *Early Childhood Measures Profiles Compendium* created for the SEED (Science and the Ecology of Early Development) Consortium of federal agencies.

In addition to this compendium of measures, Child Trends is also creating a *Matrix* that compares the constructs covered in each measure to the quality domains that have been articulated by the National Association for the Education of Young Children, the National Association of Family Child Care, and the National AfterSchool Association. We chose these standards *as a starting point* for reviewing the measures and assessing possible gaps, as they represent one possible set of standards in the field and are intended to be used as national tools. This matrix is meant to provide guidance on where gaps may lie between existing measures and aspects of quality that are deemed important for State Quality Initiatives.

Currently we are reviewing 35 quality measures, as listed below. Additionally, there will be several measures that are still under development that will be included in an appendix. Please let us know if we have inadvertently omitted a measure that should be reviewed. We have sent each profile to a key member of the team that developed each measure, and would appreciate it if you would identify reviewers for the profile of each new measure added.

Quality Measures

- Assessment Profile for Early Childhood Programs (APECP; Abbott-Shim, Sibley, & Neel, 1996)
- Assessment of Practices in Early Elementary Classrooms (APEEC; Hemmeter, Maxwell, Ault, & Schuster, 2001)
- Assessment Profile for Family Child Care Homes (APFCCH; Sibley, & Abbott-Shimm, 2005)
- The Child Care Assessment Tool for Relatives (CCAT-R; Porter, Rice, & Rivera, 2006)
- Child Care Home Inventories (CC-HOME; Bradley, Caldwell & Corwyn, 2003)
- Child-Caregiver Observation System (C-COS; Boller & Sprachman, 1998)
- Child Development Program Evaluation Scale (CDPES; Fiene, 1984)
- Child/Home Early Language & Literacy Observation (CHELLO; Neuman, Dwyer, & Koh, 2005)
- Caregiver (Adult) Interaction Scale (CIS; Arnett, 1989)
- Classroom Assessment Scoring System (CLASS; Hamre, Mashburn, Pianta, Lacasle-Crouch, & La Paro, 2006)
- Classroom Practices Inventory (CPI; Hyson, Hirsh-Pasek & Rescorla, 1990; adapted by Layzer, 1993)
- Classroom Language and Literacy Environment Observation (CLEO; Coviello, 2005)
- Child Observation Form and Scale (COFAS; Fiene, 1984)
- Classroom Observation System – Kindergarten (National Center for Early Development and Learning, 1997)
- Classroom Practices Inventory (CPI; Hyson, Hirsh-Pasek, & Rescorla, 1990)
- Early Childhood Classroom Observation Measure (ECCOM; Stipek & Byler, 2004)
- Early Childhood Environment Rating Scale Extension (ECERS-E; Sylva, Siraj-Blatchford & Taggart, 2003)
- Early Childhood Environment Rating Scale – Revised (ECERS-R; Harms, Clifford & Cryer, 2005)
- Early Language and Literacy Classroom Observation (ELLCO; Smith & Dickinson, Sangeorge, & Anastasopoulos, 2002)
- Emlen Scales: A Packet of Scales for Measuring Quality of Child Care from a Parent’s Point of View (Emlen, Koren, & Schultze, 2000)
- Family Child Care Environment Rating Scale – Revised Edition (FCCRS-R; Harms, Cryer, & Clifford, 2007)
- Family Day Care Rating Scale (FDCRS; Harms & Clifford, 1989)
- Infant and Toddler Environment Rating Scale – Revised (ITERS-R; Harms, Cryer & Clifford, 2003)
- Observation Measures of Language and Literacy Instruction (OMLIT; Goodson, Layzer, Smith, & Rimdzius, 2004)
- Observational Record of the Caregiving Environment (ORCE; NICHD Early Child Care Research Network, 1996)
- Program Administration Scale (PAS; Talan & Bloom, 2004)
- Preschool Classroom Implementation Rating Scale (PCI; Frede, 2002)
- Preschool Program Quality Assessment Instrument (PQA; High/Scope)
- QUEST (Goodson, Layzer, & Layzer, 2005)

- Ramey’s Observation of the Learning Environment (ROLE; Ramey & Ramey, 2002)
- Ready School Assessment (RSA; High/Scope, 2006)
- School Age Care Environment Rating Scale (SACERS; Harms, Jacobs & Romano White, 1996)
- Supports for Early Literacy Assessment (SELA; Smith, Davidson, Weisenfeld & Katsaros, 2001)
- The Emergent Academic Snapshot (Snapshot; Ritchie, Howes, Kraft-Sayre, & Weiser, 2001)
- Supports for Social-Emotional Growth Assessment (SSEGA; Smith, unpublished)

Contents of the Compendium

The following are the categories of information we are gathering on each measure for the *Quality Measures Compendium*. We have asked authors of the measures to review our summaries for accuracy and completeness.

- **Background Information**
 - Author and publisher of the measure
 - Purpose of the Measure
 - Population Measure Developed With
 - Age Range/Setting Intended For
 - Ways in which Measure Addresses Diversity
 - Key Constructs & Scoring of Measure
 - Comments
- **Administration of Measure**
 - Who Administers Measure/Training Required
 - Time Needed and Cost
- **Functioning of Measure**
 - Reliability Information
 - Validity Information
 - Comments

Organization of the Matrix

As stated above, the *Matrix* provides a crosswalk between the quality measures under review and the aspects of quality that many States are using as a guide for their Quality Initiatives. We are interested in receiving feedback on constructs of quality that might be missing from this set or ones that have been included that should be removed. Please review the sample matrix in your meeting notebook and let us know your thoughts about the usefulness of such a summary, and whether you feel we have not captured an indicator of quality that is important for State Quality Initiatives or other evaluation and monitoring purposes.