



Internal Assessment Process



A young child with short brown hair is smiling and holding up both hands, which are covered in colorful paint. The child's face and chest also have paint on them. In the foreground, there is a table covered with a patterned cloth, also covered in paint. The background shows a window with multiple panes.

Learning Objectives

Understand the Internal Assessment Process (IAP) as outlined in the Keystone STARS standards.

Understand the opportunities to engage in the process while working with a program quality assessor.

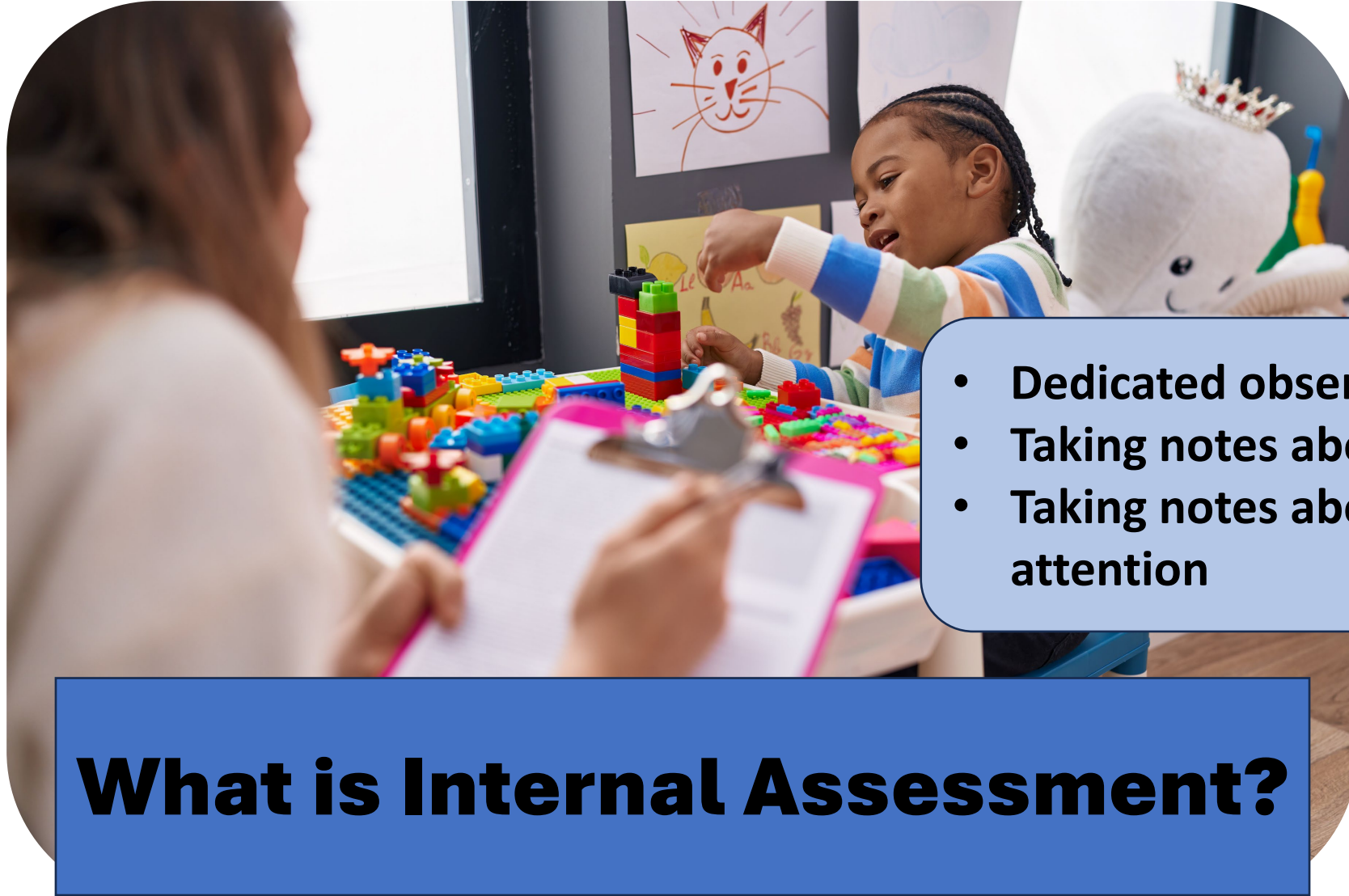




An observation conducted by someone from within the program who has knowledge of the selected Program Observation Instrument (POI) and its expectations.

What is Internal Assessment?





- Dedicated observation time
- Taking notes about what is working well
- Taking notes about what could use extra attention

What is Internal Assessment?



STARS and Internal Assessment

STAR 2

- EC 2.1

STAR 3 and STAR 4

- EC 3.4.5-REQUIRED STAR 3 & 4
- EC 3.4.6-Optional STAR 3 & 4
- LM 3.4.9-Optional STAR 3 & 4

Approved Program Observation Instruments (POIs) Programs Can Use to Support and Inform their CQI goals (EC 2.1, EC 3.4.5, EC 3.4.6 & LM 3.4.9)

Program Observation Instrument	Age Level (if applicable)	Supports Goal Setting For:
Environment Rating Scale (ERS) Suite		
Infant/Toddler Environment Rating Scale - Revised (ITERS-R)*	Birth to 36 months	Classroom practices that support infants' and toddlers' physical, social-emotional, and cognitive development
Infant/Toddler Environment Rating Scale - Third Edition (ITERS-3)	Birth to 36 months	Classroom practices that support infants' and toddlers' physical, social-emotional, and cognitive development
Early Childhood Environment Rating Scale - Revised (ECERS-R)*	37 months to kindergarten	Classroom practices that support preschoolers' physical, social-emotional, and cognitive development
Early Childhood Environment Rating Scale - Third Edition (ECERS-3)	37 months to kindergarten	Classroom practices that support preschoolers' physical, social-emotional, and cognitive development
School-age Environment Rating Scale - Updated (SACERS-U)	Younger School-Age/Older School-Age	Classroom practices that support school age children's physical, social-emotional, and cognitive development
Family Child Care Environment Rating Scale - Revised (FCCERS-R)*	Birth to Older School-Age	Classroom practices that support infants', toddlers', preschoolers' and school age children's physical, social-emotional, and cognitive development in home-based settings
Family Child Care Environment Rating Scale - Third Edition (FCCERS-3)	Birth to Older School-Age	Classroom practices that support infants', toddlers', preschoolers' and school age children's physical, social-emotional, and cognitive development in home-based settings
Classroom Assessment Scoring System (CLASS) Suite		
Infant CLASS	Birth to One Year	Interactions between teachers and infants, and teacher supports for their learning and development
Toddler CLASS	1-3 Years	Interactions between teachers and toddlers, and teacher supports for their learning and development
Pre-K CLASS	3-5 Years	Interactions between teachers and preschoolers, and teacher supports for their learning and development
K-3 CLASS	School-Age Children	Interactions between teachers and school-age children, and teacher supports for their learning and development
Business Administration Scale (BAS) Can be used for EC 2.1 at STAR 2 Can be used for LM 3.4.9 at STAR 3 & 4	N/A	Family child care business practices

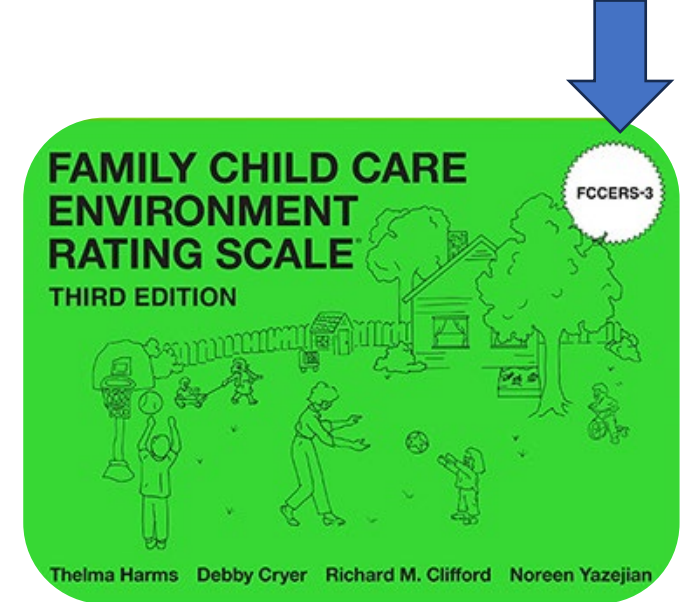
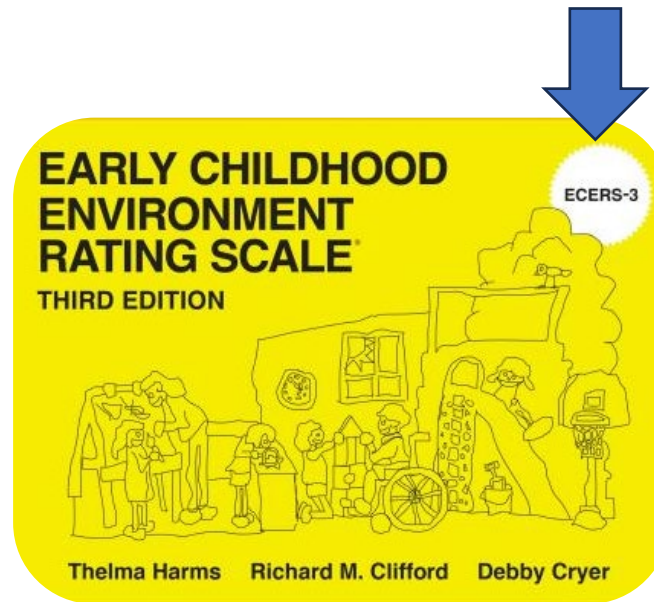
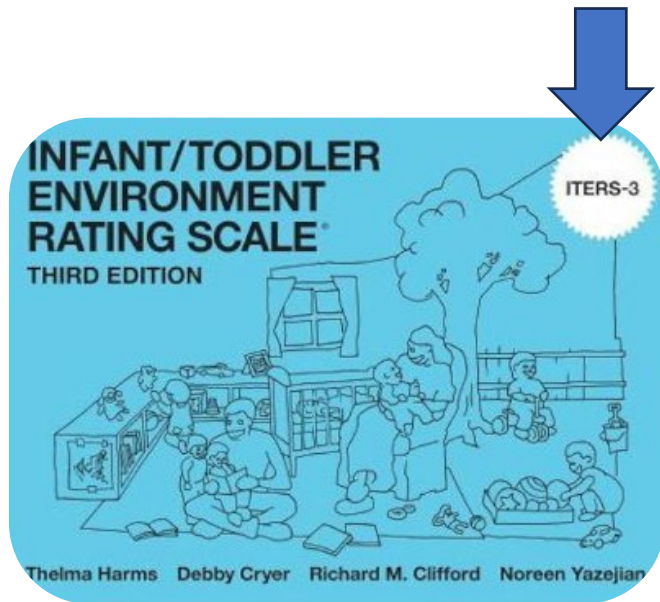
2023 Keystone STARS Program Manual



Program Observation Instrument	Age Level (if applicable)	Supports Goal Setting For:
Climate of Healthy Interactions for Learning and Development (CHILD)	3-5 Years	Interactions that support children's social/emotional development
Developmental Environment Rating Scale (DERS)	3-12 years	Practices that support children's executive functioning, literacy, and social-emotional development.
Inclusive Classroom Profile (ICP)	2-5 Years with IFSP/IEP	Inclusive classroom practices supporting educational and developmental needs of children with disabilities
Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)	3 months – 6 years, 1 month old	Adult behaviors and interactions linked to child outcomes
Program Administration Scale (PAS) Can be used for EC 2.1 at STAR 2 Can be used for LM 3.4.9 at STAR 3 & 4	N/A	Center-based administration and leadership practices
Rating Observation Scale for Inspiring Environments (ROSIE)	Preschool	Function and adaptability of the classroom space to meet the needs and interests of the current group
School-age Program Quality Assessment (SPQA)	Kindergarten through 6 th Grade	Enacting best classroom practices that support the needs of school-age children
Social Emotional Learning Program Quality Assessment (SEL-PQA)	Kindergarten through 6 th Grade	Practices that support social and emotional learning for school-age children.
Teaching Pyramid Infant Toddler Observation Scale (TPITOS)	Infant/Toddler	Adult behaviors and classroom environment variables supporting and promoting the social-emotional development of infants and toddlers.
Teaching Pyramid Observation Tool (TPOT)	Preschool	Teaching and support practices that support social-emotional competence and address challenging behaviors of preschool children.



Environment Rating Scale Transition



Programs submitting IA using the revised versions will be asked to redo their assessments, even if the revised version was completed within the last year.

STARS and Internal Assessment

Refer to the
Keystone STARS
Manual and
Standards for
more information

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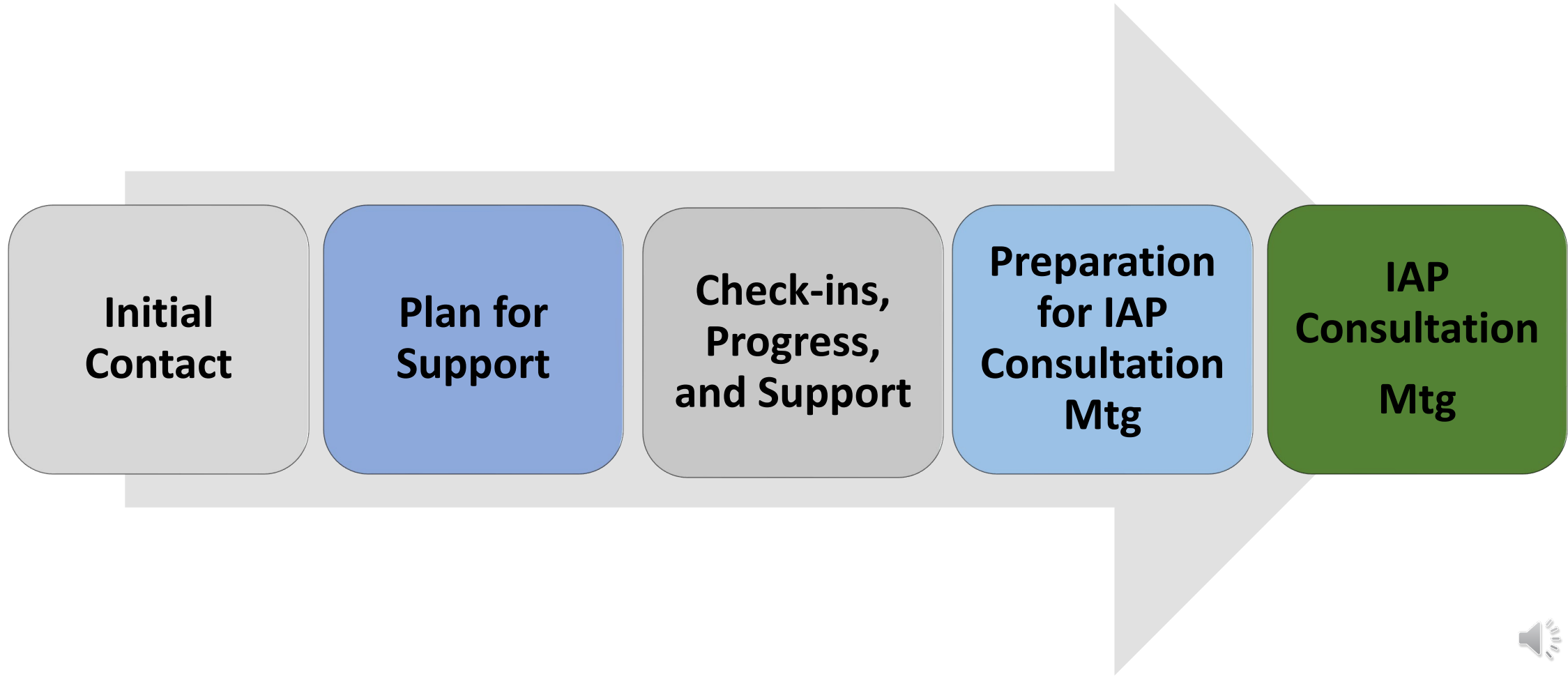
IAP Work



- Program Quality Assessors facilitate IAP every three years
- Support programs in maintaining a STAR 3 and 4 designation
- Support programs who have a goal of moving to a STAR 3 or STAR 4



IAP Work



IAP Work

Initial Contact

Assessor begins coordinating with a program **6 months prior to IAP End Date** for monitoring or **6 months prior to goal date** for STARS move up



IAP Work



**Initial
Contact**



IAP Work

Plan for Support

The program completes IAs (internal or external when applicable) for every child. IAs are completed approximately 2 months prior to the child's 3rd birthday or desired move-up date.



IAP Work

**Plan for
Support**

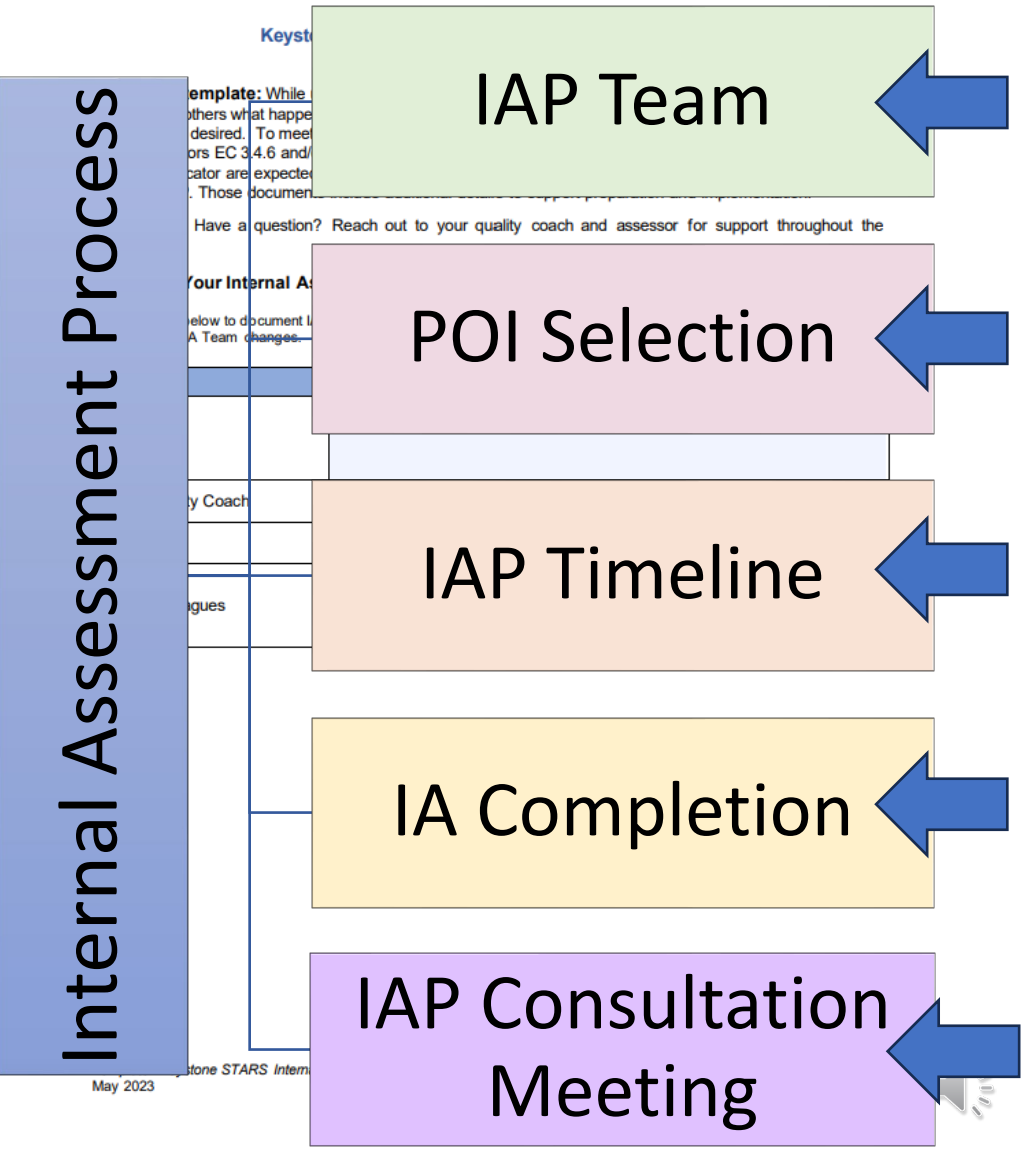
*Tell me a little bit about
your program.*

*Is there anything that
I can do to help you
reach your CQI goals?*

Each program has unique needs!



Internal Assessment Process Template





What to Consider When Planning



**Who should be on
an IAP team?**



- Program leadership, an ELRC quality coach, and an assessor.
- Could include classroom staff, other coaching/partners, parents/guardians, etc.

What to Consider When Planning



Which program
observation
instrument should
I choose?

- Think about....
- What you are hoping to learn from the POI
 - If internal observers understand the selected POI
 - How the IA data collected aligns with goals and priorities

What to Consider When Planning



**What resources
are available to
support using
POIs?**

- Professional Development**
- Asynchronous PD is available for many POIs
 - If PD is not available assessors can provide one-hour sessions to support programs in understanding a selected POI

What to Consider When Planning



**How to Conduct
Internal
Assessment Guides**



What to Consider When Planning

These guides offer:

- **specific instructions**
- **required materials**
- **resources for conducting an internal assessment.**

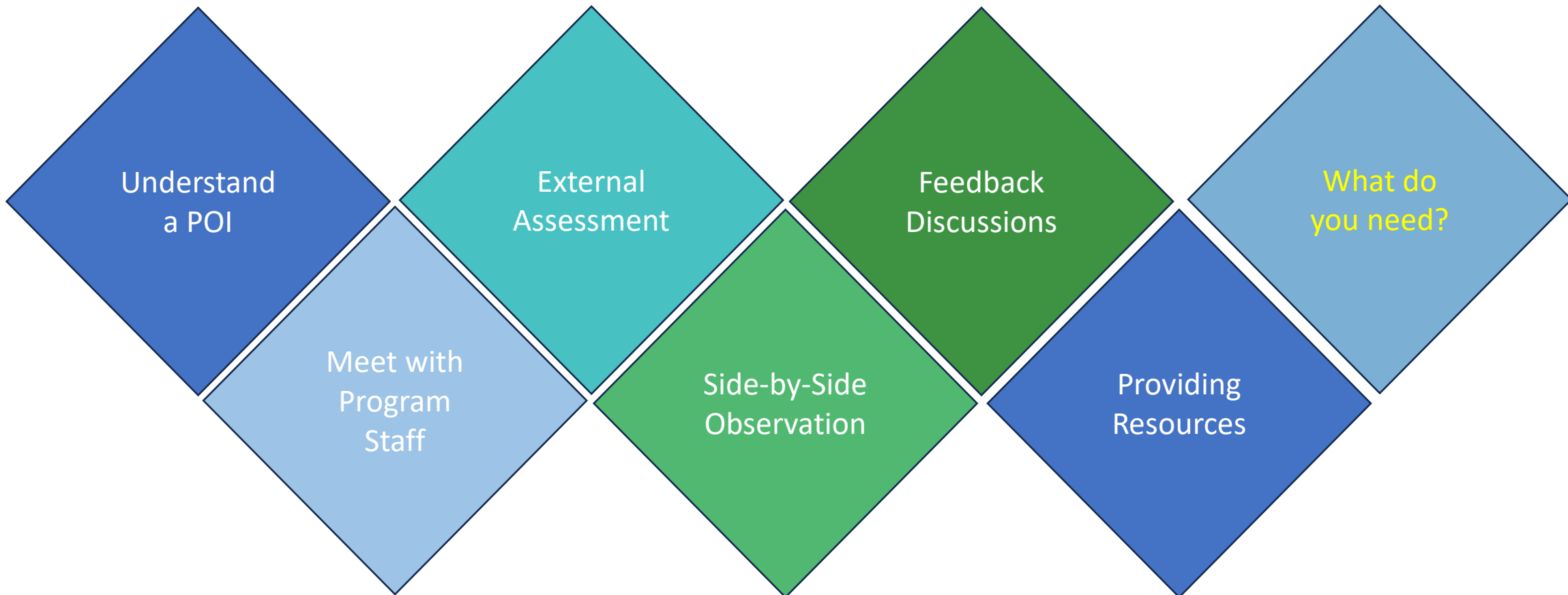
Partially completed assessments may be returned for further information.



What to Consider When Planning



Individualized Supportive Approach



Programs can engage in a variety of ways and vary greatly based on individual need!



IAP Work

Regular contact with the assessor provides programs with opportunities to share their progress, gain clarification, request additional support, and ask questions.

**Check-ins,
Progress,
and Support**



IAP Consultation meetings are scheduled once the assessor has received a program's completed internal assessments

What to Consider When Planning



IAP Work

**Preparation
for CQI
Consultation
Mtg**

**Share your internal
assessments with the
IA team and encourage
them to review your
observations in
preparation for the IAP
consultation meeting.**



IAP Work

The assessor and other IAP Team members review all IAs (to meet EC3.4.5, EC3.4.6, or LM3.4.9 as determined), and **then the IAP consultation meeting scheduled date is finalized.**

**Preparation
for CQI
Consultation
Mtg**



IAP Work

**Preparation
for CQI
Consultation
Mtg**



IAP Work

IAP consultation meetings bring together the IAP team to discuss IA findings and set goals.

**IAP
Consultation
Mtg**



IAP Work



**Reflection
supports CQI
work**

**IAP
Consultation
Mtg**

- **Reflect on program strengths and celebrate successes**
- **Identify challenges**
- **Consider both short and long-term goals**



IAP Work



**This marks the
beginning of a
new IAP cycle
that lasts three
years**

**IAP
Consultation
Mtg**



CQI Plan Goals



Once your goals are created, ensure that you add them to your CQI plan.





Thank You

