**Early Years Toolbox: Administration Fidelity Checklist**

**General Administration**

The following items pertain to good general assessment practice, and thus apply to any and all tools that are used with children. This includes actions that are required, such as remaining engaged with children, and actions to avoid, such as scaffolding children’s answers. There is an opportunity for comments at the end of each section so that assessments of a child do not need to be interrupted to discuss any questions, comments or observations that arise.

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| --- | --- | --- | --- |
| In considering use of the tools overall, does the administrator: | Yes | No | Not sure |
| 1. Conduct the assessments in a quiet area that limits distractions, as much as is practicable |  |  |  |
| 1. Sit next to the child (but not face to face) and remain engaged throughout the assessment |  |  |  |
| 1. Provide generic positive feedback to promote children’s engagement, without giving specific indications of ‘correct’ or ‘incorrect’ responses |  |  |  |
| 1. Ensure children have clearly understood the activity requirements, as much as is possible, before they proceed |  |  |  |
| 1. Avoid scaffolding children’s answers as described in the training material |  |  |  |
| 1. Provide appropriate supports and reminders about task requirements more generally, where children misunderstand the task (keeping in mind #5) |  |  |  |
| 1. Document unexpected occurrences that might have influenced a child’s performance, and thus interpretation of his or her results |  |  |  |
| 1. Avoid practicing or teaching to the specific assessment items |  |  |  |

*Notes/Comments:*

**Assessment-Specific Requirements** *[simply delete any that are not being used]*

The following items are unique to particular assessments, and should be considered in conjunction with the above general administration requirements.

**Mr Ant**

|  |  |  |  |
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| In considering use of *Mr Ant*, does the administrator: | Yes | No | Not sure |
| 1. Discourage children from using disallowed strategies (e.g., using fingers placed on the screen to remember where the stickers were), if they arise |  |  |  |
| 1. Avoid providing clues in their prompts that would scaffold a child’s answer (e.g., the number, colour or locations of stickers) |  |  |  |

*Notes/Comments:*

**Go/No-Go**

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| --- | --- | --- | --- |
| In considering use of *Go/No-Go*, does the administrator: | Yes | No | Not sure |
| 1. Ensure the child keeps their finger near the screen, as best they can |  |  |  |
| 1. Make efforts to keep the child on task, and within task requirements, where necessary |  |  |  |

*Notes/Comments:*

**Card Sort**

|  |  |  |  |
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| In considering use of *Card Sort*, does the administrator: | Yes | No | Not sure |
| 1. Refrain from corrective feedback in the test trials, and provide this only in the practice trials as necessary |  |  |  |
| 1. Avoid providing clues in their prompts that would scaffold a child’s answer (e.g., reiterating instructions, indicating correct/incorrect) |  |  |  |

*Notes/Comments:*

**Expressive Vocabulary**

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| --- | --- | --- | --- |
| In considering use of *Vocab 2*, does the administrator: | Yes | No | Not sure |
| 1. Only accept reasonably correct pronunciation of words (except in the case of speech impairment that prevents accurate pronunciation) |  |  |  |
| 1. Accept longer words that include the target word (e.g., screwdriver for screw) |  |  |  |
| 1. Accept only permitted alternatives to target words (i.e., hippo) |  |  |  |
| 1. Avoid teaching/practicing these specific words during or after assessment |  |  |  |
| 1. Use an appropriate number of prompts so as to balance a desire to determine whether a child can produce a word, while at the same time not frustrating the child |  |  |  |

*Notes/Comments:*

**PRSIST**

|  |  |  |  |
| --- | --- | --- | --- |
| In considering use of *PRSIST Memory*, does the administrator: | Yes | No | Not sure |
| 1. Ensure four (or in a pinch, three) children participate in the activity at a time |  |  |  |
| 1. Ensure that children participating in the activity are of a similar age and/or ability |  |  |  |
| 1. Use the appropriate number of pairs for the children’s age/ability to yield approx. 10 minutes of game play, and lay these out appropriately |  |  |  |
| 1. Explain the activity, its rules and its sequences clearly, succinctly and in full before commencing the activity (e.g., explain what pairs are, how to find them, what happens if you do/don’t find them, turn taking) |  |  |  |
| 1. Use brief pauses, and then probes (e.g., ‘whose turn is next?’), to provide opportunities for children to be self-directed |  |  |  |
| 1. Avoid managing children’s behaviours unless/until necessary (e.g., if they are not immediately self-directed a probe is provided; if they are not self-directed after probing, helping to structure their behaviour) |  |  |  |
|  |  |  |  |
| In considering use of *PRSIST Curiosity Boxes*, does the administrator: | Yes | No | Not sure |
| 1. Use three boxes with distinct items that increase in complexity to guess, but provide distinct sound and texture to make guessing possible |  |  |  |
| 1. Explain the activity, its rules and its sequences clearly, succinctly and in full before commencing the activity (e.g., the full sequence for guessing) |  |  |  |
| 1. Provide reminders and corrections, where necessary, to ensure children have internalised the correct sequence for guessing |  |  |  |
| 1. Use brief pauses, and then probes (e.g., ‘now what do we do next?’), to provide opportunities for children to be self-directed |  |  |  |
| 1. Avoid managing children’s behaviours unless/until necessary (e.g., if they are not immediately self-directed a probe is provided; if they are not self-directed after probing, helping to structure their behaviour) |  |  |  |

*Notes/Comments:*

**Numeracy**

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| In considering use of *Numeracy*, does the administrator: | Yes | No | Not sure |
| 1. Avoid opening the response options before the child has responded, to prevent children taking cues from those options. |  |  |  |
| 1. Avoid teaching/practicing these specific items during or after assessment |  |  |  |

*Notes/Comments:*

**CSBQ**

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| In considering use of *CSBQ,* does the administrator: | Yes | No | Not sure |
| 1. Know the child well (ideally *best,* amongst available educators) |  |  |  |
| 1. Engage in professional discussions and consider various educator perspectives when completing CSBQ |  |  |  |
| 1. Complete the assessment after knowing the child for a sufficient length of time (e.g., not shortly after commencement at the centre) |  |  |  |

*Notes/Comments:*