

“Crosswalks” of Birth-to-Five Assessment Instruments to Early Childhood Outcome Center (ECO) Child Outcomes

The “crosswalks” identify relationships between assessment instruments and the three OSEP/ECO child outcomes.¹ The three outcomes are:

- 1) Children have positive social relationships,
- 2) Children acquire and use knowledge and skills, and
- 3) Children take appropriate action to meet their needs.

The ECO Center has developed a small paper and a schematic that describes our overall sense of what is included in each outcome (URL) and the reader is referred to that paper for more information on the meaning of the outcomes.

The crosswalks were done to assist states and programs in making decisions about what instruments might be useful to include in an outcomes measurement system, including reporting to OSEP. The crosswalks indicate how well assessment data from a given instrument will provide information about the achievement of each outcome. To this end, we matched the content of the assessment tools with content of the three global outcome statements. The crosswalks also allow comparisons across instruments to see their various strengths and weaknesses with regard to the three outcomes.

We used the following guidelines in completing the crosswalks:

- 1) The instruments were cross-walked at the level at which the information could be used. Thus, curriculum-based measures were cross-walked at the item level because the user is free to look at patterns across items. Standardized assessments were cross-walked at the smallest level at which scores are provided because the potential user will need to work with the scores generated by the instrument.
- 2) Some items/scores could reasonably be considered to provide information about more than one outcome. In this case, more than one outcome was marked.
- 3) Some items/scores do not provide information for any of the outcomes or do not provide it in such a way that information is given about the child’s functioning. Not all items/scores could be tied to an outcome.
- 4) Given that all development and learning proceeds from earlier development and learning, many skills and behaviors are precursor skills to later skills. For some functional behaviors, there are typical patterns of skill acquisition leading to an important functional achievement, however, the typical pattern is not the only possible developmental course. For example, the skill sequence of crawling, walking with help, walking unassisted, is a typical developmental pathway to mobility which is an important functional behavior related to Outcome 3: Taking appropriate action to meet needs. For children who will never walk, learning to use a wheelchair involves an alternate set of precursor skills leading to the same developmental achievement of mobility. We have included the typical sequence of precursor skills in the crosswalks with an awareness that these skills are one way for a child to be moving toward higher levels on this outcome. Footnotes have been added to some crosswalks to indicate items that are not applicable to the entire population of children with disabilities. To encompass the diversity in the

population of young children with disabilities, neither the crosswalks (nor the assessment results) can be used rigidly.

- 5) Some skill areas, such as attending and listening, are very general. We considered these kinds of skills to be foundational or cross-cutting in that they provide the foundation to all three outcomes. These are not cross-walked because they relate at a very basic level to all three outcomes.

The conclusion from the crosswalks to date is that no single tool fully addresses the functional behaviors captured in the 3 outcomes. These results suggest that data from assessment instruments will provide some evidence of a child's achievement of the outcomes, but multiple sources of information will provide the best picture of the child's functioning in the three outcome areas.

The tables that follow represent cross-walking efforts to date. The crosswalks should be considered "works in progress" and may continue to evolve as how we learn more about the outcomes and their measurement based on work with states. Note that each crosswalk is dated.

(Note: The crosswalks developed by ECO have been modified slightly for Illinois, to better match with the Illinois Early Learning Outcomes that apply to each of the three Child Outcome areas. They will be modified as more information becomes available from the ECO Center, and as we learn more about what kinds of information are useful for Illinois).