

## **Measuring Child Outcomes**

The Michigan Department of Education (MDE) has selected seven tools that intermediate and local school districts may use to collect child outcomes information. The seven assessment tools are:

- 1. Assessment, Evaluation, and Programming System (AEPS)**
- 2. a. Battelle Developmental Inventory, 2nd Edition (BDI-2)**
  - b. Battelle Screener (*use for children receiving related services only*)**
- 3. Brigance® Inventory of Early Development – II (IED-II)**
- 4. Carolina Curriculum for Preschoolers with Special Needs (CCPSN)**
- 5. Preschool Child Observation Record, 2nd Edition (COR)**
- 6. Teaching Strategies GOLD (replaced Creative Curriculum Development Continuum)**
- 7. Learning Accomplishment Profile, 3rd Edition (LAP-3)**

Intermediate and local school districts may use one or more of these tools. Each of them was chosen for their ability to comprehensively measure the whole child. **It is important to note that regardless of a child’s reason for receiving special education services, their development in all three Office of Special Education Programs (OSEP) outcome areas must be measured and reported.**

A clear challenge for reporting is the question of how to combine assessment data from multiple tools, time periods, assessors, and children into one coherent set of data from which to report progress towards federally mandated outcomes. The Early Childhood Outcomes Center (ECO) has provided guidance on how states can approach this problem. Specifically, their 7-point scale,

decision tree, and Child Outcomes Summary (COS) provide a way to integrate information across data sources.

In Michigan, the 7-point scale will be used to rate the progress of children. A copy of the 7-point scale, decision tree and COS can be found in Appendices C-E.