

A Quick Glance: NC's Temporary Assessment Process



Why is this needed?

Due to the COVID-19 pandemic it is not possible to complete lengthy ERS observations of children, teachers, and environments. The Temporary Assessment Process was developed to provide an alternative to ERS assessments as part of NC's Star Rated License, for certain programs during this time. DCDEE will provide additional information about eligibility. The Temporary Assessment Process includes two parts, that together represent many of the broader aspects of classroom and program quality included in the ERS.

➔ The Temporary Assessment Process has **two** components, and both must be completed to earn more than **two** points in Program Standards. ➔

Reflective Self-Study

This process asks teachers, administrators, and FCCH providers to reflect on items related to language, interactions, program structure, and personal care routines/health and safety.

In centers, teachers in every classroom will complete three reflective worksheets. This is followed by conversations with an administrator to foster reflection and goal setting.

In FCCHs, the provider completes three reflective worksheets and then has a conversation with their consultant to review and plan further.

Modified Assessment

After completing the self-study process, one or more Modified Assessments are completed. This includes ERS items that can be scored without lengthy observations (e.g., focus on physical environment and activities, and information reported by the teacher).

An assessor visits classrooms or the FCCH, preferably when children are not there, (e.g., during their outdoor time), and takes notes and photographs of the indoor and outdoor spaces to score the selected ERS items. An interview is completed afterwards with the teacher or FCCH provider. An assessment report and average score is created based on the items scored.

For more information about the Temporary Assessment Process, please visit ncrlap.org