



# Assessment Process Checklist

This checklist is designed to assist child care programs with the assessment process in conjunction with other resources provided by DCD and NCRLAP. Programs can use this as a guide while preparing for the assessment process, though it is not required to use this checklist. Some programs may use all of the checklist “to-do’s,” while others may pick and choose some of the information. It is important to note that the checklist is not all encompassing, and there may be other ways programs choose to prepare for the assessment process and for quality enhancement. Feel free to modify this checklist to make it work for the needs of your program.

**Check each corresponding task as it is completed.**

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## PRE-ASSESSMENT PREPARATION IDEAS

- Discuss available resources to help you provide/implement quality care with your consultant.
- Be prepared for the assessment process once you and the consultant agree to submit the request to NCRLAP.
- Read the NCRLAP Scheduling Brochure.
- Teachers and Program Administrators: read applicable scales.
- Review information on NCRLAP’s Web site: [www.ncrlap.org](http://www.ncrlap.org).
  - Additional notes
  - Assessment process
  - Resource list documents
  - Frequently asked questions
  - Training videos and video supplements
- Consider areas in the child care environment that may need enhancement, prioritize these areas, and make decisions about how the program might modify the environment for quality improvement.
- If you are planning to implement quality improvements/changes to your classroom, make sure to do this well before your scheduling window to allow teachers and children time to adjust as well as to evaluate the effectiveness of the changes. For example, changing the daily schedule, incorporating new materials, and changing the room arrangement may all be good ideas; however, these new ideas may create other challenges that need to be worked out. Therefore, allow time for the implementation to become successful before scheduling the assessment window.
- Consider program administrators observing in each classroom. This can help ensure that teachers understand how to implement written procedures. A procedure may be written; however, if the teacher is having difficulty implementing the procedure, you may want to work together to find the best way to effectively implement the procedure.
- By the first day of the scheduling window:
  - Read the information included in the packet sent after the scheduling phone call.
  - Make sure the classroom and teacher information forms included in the packet are complete and updated. For example, double-check children’s birthdays.
  - Verify that copies of the daily schedules for each classroom are ready.
  - Make sure that the program administrator plans for someone to be on-site who is authorized to give assessors program information and forms as well as conduct random selection before assessors begin the classroom observation.

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- ❑ Verify that all program staff understands that assessors need to see a typical day with typical staff. Remember there is a brochure on the NCRLAP Web site, *Scheduling Your Rated License Assessment*, which explains more about a typical day.
- ❑ Prepare children for a visitor in the classroom. Often teachers will tell children that a visitor is coming to watch them play and write down notes about the activities and toys they use in the classroom.
- ❑ Plan for the teacher to leave the classroom around nap time so that the teacher interview with the assessor may occur outside of the classroom.

## POST-ASSESSMENT IDEAS AND STRATEGIES

- ❑ Consider reviewing and discussing the assessment reports together with program administration and teachers.
- ❑ Carefully read and acknowledge program strengths as well as items receiving scores of 4 or less.
- ❑ Make sure all parties have a copy of scales and the corresponding report. This is important so the information written in the report can be matched to corresponding scale items and indicator requirements.
- ❑ Have the most recent version of the additional notes to compare with the report information.
- ❑ Discuss strategies for improvement with consultants.
- ❑ Consider creating an action plan for child care enhancement and quality maintenance.
- ❑ If you have questions about the report or scoring requirements, discuss these with your consultant. In some cases, follow-up communication may occur with NCRLAP.
  - If you have concerns about the Facility Summary Report, read *Information for Child Care Providers about the NCRLAP Grievance Process* located on the resource list of the NCRLAP Web site.
  - If the program administrator decides to file a grievance, the consultant should review the letter before mailing it to NCRLAP.

Remember, the assessment process is designed to help programs identify areas of strength and areas needing improvement. Recognizing strengths listed in the assessment report can be a helpful tool for programs to encourage and motivate staff to maintain quality care for the children they serve.



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