

**Administration of the Ages and Stages Questionnaire/Social-Emotional  
Office of Early Learning and School Readiness  
Ohio Department of Education  
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**Introduction**

Under IDEA 2004, states report prescribed information to the Office of Special Education Programs (OSEP) in the U. S. Department of Education. One of the reporting requirements relates to monitoring child progress in the area of social-emotional and behavioral domains. Scores reported to the Ohio Department of Education (ODE) remain confidential with the use of student identification numbers. Analysis of the data is intended to identify trends and patterns in how preschool children with disabilities perform in relationship to same-aged, typically developing peers. At the local level, the Ages and Stages Questionnaire/Social-Emotional (ASQ:SE) is part of the ongoing assessment system. This document clarifies Ohio's requirements for the administration and reporting of the ASQ:SE.

**Timelines for Administering ASQ:SE**

The ASQ:SE is to be administered at least twice during the academic year:

- From enrollment/beginning of the school year (fall) through December 1; and
- December 2 through May 15 (spring).

If a child is enrolled at any time during the year, an entry assessment should be administered within the first 60 business?? days of enrollment. If a child is exiting the program or will be 65 months of age, an exit assessment is to be administered.

Scores are reported during the October K and Yearend N reporting periods in EMIS. In general, any child enrolled from beginning of school year through December 1 has a score reported in the October K reporting period. Any child enrolled December 2 through May 15 is reported in the Yearend N reporting period.

Table 1 displays the Ohio Department of Education (ODE) specified dates for reporting. *Please keep in mind that teachers may assess child more than twice per year with the ASQ:SE to determine if child continues to exhibit competency throughout the year.* If the assessment has been administered more than once during the year, the earliest score is reported in the October K reporting period and the latest score is reported in the Yearend N reporting period.

**Table 1. ASQ:SE Test Administration and Score Reporting Due Dates**

Administration of Assessment for:	October K Reporting Period	Yearend N Reporting Period
A child newly enrolled at the beginning of the school year (Administer within 60 business? days of enrollment )	X Fall assessment scores	X Spring assessment scores if child still enrolled
A child transitioning from Part C/Help Me Grow and enrolled at any point from June 1 and on or before December 1	X Report the exit score from Help Me Grow if available (only applies to the 30 month test level form) as entry score	X Spring assessment scores if child enrolled for 6 months
A child transitioning from Part C/Help Me Grow December 2 through end of school year	NA	X Report the exit score from Help Me Grow if available (only applies to the 30 month test level form)
A child enrolled at beginning of school year and in program as of December 1	X Fall assessment scores	X Spring assessment scores
A child enrolled after December 2 but before the end of the school year and has been in program for at least 6 months	NA	X Entry assessment scores
A child enrolled after December 2 but before the end of the school year and has <u>not</u> been in program for at least 6 months	NA	*** Student did not take test
A child who is 65 months of age on or before December 1	X Exit assessment scores- 5 year form	*** Student did not take test
A child who is 65 months of age as December 2 or by the end of the school year	X Fall assessment scores if child enrolled as of December 1	X Exit assessment scores- 5 year form

### **Forms**

There are four levels of the ASQ:SE test form used that can be used. The appropriate form is determined by the child's age in months. Staff should be sure to use the appropriate form according to the child's age in order to meet reporting requirements.

Test Form	Age Range	Cut-off Score
30 month	27-32 months	57
3 year	33-41 Months	59
4 year	42-53 months	70
5 year	54-65 months	70

### **Administration**

Teachers complete the questionnaire with parents to reflect the child's behavior across settings and not just in the preschool special education setting. Many questions require parental input. This should be part of the ongoing dialogue between district personnel and families.

The questionnaire is not to be handed to parents to complete nor is it to be sent as a parent survey.

If both centerbased and itinerant teacher services have been offered and the child is ONLY receiving related services, then one of the related service personnel will work with the parent to complete the questionnaire.

If the child is being served in a community preschool, such as Head Start, the preschool special education staff would work with the parent and the community program staff to complete the questionnaire.

If a child receives services from multiple special education personnel, the questionnaire is not repeatedly administered by each staff member. A district may choose to have a specific individual administer the questionnaire for all preschool children with disabilities enrolled.

If it is not the teacher or related services staff that administer the questionnaire, the program must have strategies in place for results to be shared in a meaningful fashion with all staff that provide services.

### **Scoring**

If any of the items on the questionnaire are a concern of the parent or the teacher, the column marked "concern" is checked.

If there are discrepancies in the child's behaviors across settings, interactions and/or conditions, a discussion with staff and parents should occur to ascertain why behaviors vary. Strategies currently used to impact child behavior can be evaluated and adults can determine how to ensure consistency for generalization of behaviors.

It is important to remember that the scores are only an indication of the child's competency at any given point in time. If a child's score is at or below the cut off score for the questionnaire/age form used, the child is considered to exhibit competency relative to typical development. If a child's score is above the cut off score for the questionnaire/age form used, the child's behavior and skills are a cause for concern and referral/follow-up is necessary.

The scores provided only indicate if the child is within the range of typical development and are not to be compared for any progress gains. The only comparison is if the child was within the range of typical development at any time the assessment is administered.

### **Reporting Scores**

The district of residence must ensure that any preschool child with a disability has been assessed and the score reported. If a preschool child with a disability is being served

through an agreement with an ESC or MR/DD, the district of residence is responsible for assessment, services, and reporting scores,

All preschool children with disabilities are to be assessed and reported. The type and amount of services does not eliminate this required assessment.

If the child is being served through a cooperative agreement with an Education Service Center (ESC), the district of residence reports the data.

If the child is being served through an interagency agreement with a County Board of Mental Retardation and Developmental Disabilities (MR/DD), the district of residence reports the data.

### **Children Not Attending Program the Entire School Year**

All children that are enrolled in a program during the year must be assessed and the resulting scores reported. Even if the child leaves the program during the year and therefore will not have both a fall and spring score, ODE requires that the child be assessed and scores reported for the time in which the child was enrolled.

### **Nondisabled peers enrolled in preschool special education**

Nondisabled peers enrolled in a preschool special education centerbased program may be assessed but are NOT reported to ODE.

### **Confirming the Accuracy of the Number of Childs' ASQ:SE Scores Submitted to ODE:**

Programs must utilize several systems for checking the accuracy of child ASQ:SE data. One method ODE will utilize to determine the accuracy of the total number of ASQ:SE scores submitted by programs is to compare the total number of scores submitted to the number of children with disabilities?? reported in EMIS. ODE implements this accuracy procedure across all programs at the state level. Follow-up will occur with any district for which the total numbers differ significantly; this includes the district of residence if another agency is providing services on behalf of the district.

### **Maintaining Score Records:**

The district of residence must implement a system for gathering all teachers' or sub-providers' (such as MR/DD or an ESC) scores. Programs are expected to document this score information each semester, as well as maintain electronic or hard copy score records in case ODE has questions about the entered data. All programs are encouraged to track child data on a teacher recording data sheet that is available on the Office of Early Learning & School Readiness or ODE EMIS websites.

The teacher recording data sheet can be used as a communication tool with the person responsible for data entry (e.g., the EMIS Coordinator). PSE supervisors should determine with the EMIS Coordinator the most appropriate method and time parameters for providing data for EMIS.

Any school district program working with an ESC or an MR/DD should use the teacher recording data sheet to obtain the scores from the ESC or MR/DD as the district is

responsible for reporting in EMIS. The district is also responsible to ensure that all children are being reported and that the assessment is administered.

**Using ASQ:SE Data**

Program staff can and should review ASQ:SE scores throughout the year. At the end of the year, staff should discuss and any identify instructional strategies needed and evaluate the effectiveness of instructional strategies and resources used. Professional development needs and the need for additional community relationships may be identified through the analysis of child’s scores for any classroom, building or program.

**ASQ:SE and Early Childhood Education (ECE) Entitlement Programs**

During FY2010, districts with ECE entitlement funding will become familiar with the ASQ:SE instrument and participate in training on administration of the ASQ:SE. In FY2011, districts with ECE entitlement funding will administer the ASQ:SE to incoming three year olds participating in ECE and report data in EMIS. Please contact the Office of Early Learning and School Readiness for additional information.

**Questions?**

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