

# **Spark Assessment Trends and TA Report 2024 - 2025**

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Oregon Department of  
Early Learning and Care



**Western Oregon**  
UNIVERSITY  
The Research Institute

# Assessment Project

53 assessments

## 2019-2020:

- Assessment for CQI begins
- 1 Coordinator
- 5 Assessors

0 assessments  
COVID-19 pause

## 2020-2021:

- Work shifts to training and development of resource materials
- 1 Coordinator
- 5 Assessors

256 assessments

## 2021-2022:

- Assessments resume
- PSP contract begins
- 1 Coordinator
- 5 Assessors

284 assessments

## 2022-2023:

- OPK contract Begins
- 2 Coordinators
- 7 Assessors

419 assessments

## 2023-2024:

- Baby Promise requires participation in Spark observation
- 2 Coordinators
- 7 Assessors

## 2024-2025:

- 436 assessments
- 2 Coordinators
- 10 Full-time Assessors

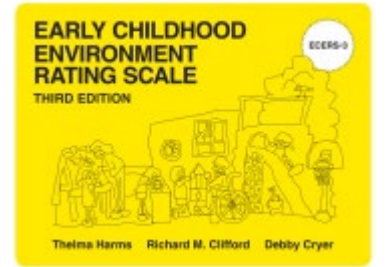
# Assessment Tools

# Environment Rating Scales (ERS)

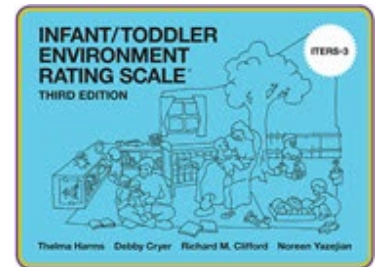
Measure classroom quality across 6 Subscales:

- Space and Furnishings
- Personal Care Routines (health & safety)
- Language and Literacy
- Learning Activities (curriculum & materials)
- Interaction
- Program Structure (daily routines & transitions)

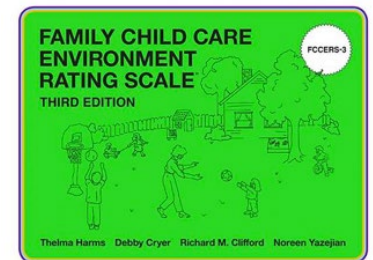
Intended to measure the **child's experience**.



ECERS-3



ITERS-3



FCCERS-3

# ERS Structure

## Overview of the Subscales and the Items of the ECERS-3

Subscale

Item

### Space and Furnishings

page 15

1. Indoor space
2. Furnishings for care, play, and learning
3. Room arrangement for play and learning
4. Space for privacy
5. Child-related display
6. Space for gross motor play
7. Gross motor equipment

15  
17  
19  
21  
23  
25  
27

### Personal Care Routines

page 29

8. Meals/snacks
9. Toileting/diapering
10. Health practices
11. Safety practices

29  
31  
33  
35

### Language and Literacy

page 37

12. Helping children expand vocabulary
13. Encouraging children to use language
14. Staff use of books with children
15. Encouraging children's use of books
16. Becoming familiar with print

37  
39  
41  
43  
45

### Learning Activities

17. Fine motor
18. Art
19. Music and movement
20. Blocks
21. Dramatic play
22. Nature/science
23. Math materials and activities
24. Math in daily events
25. Understanding written numbers
26. Promoting acceptance of diversity
27. Appropriate use of technology

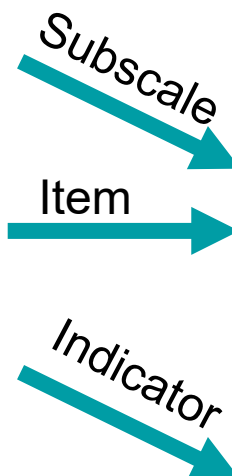
### Interaction

28. Supervision of gross motor
29. Individualized teaching and learning
30. Staff-child interaction
31. Peer interaction
32. Discipline

### Program Structure

33. Transitions and waiting times
34. Free play
35. Whole-group activities for play and learning

# ERS Scoring



	Inadequate 1	2	Minimal 3	4	Good 5	6	Excellent 7		
<b>SPACE AND FURNISHINGS</b>									
<b>1. Indoor space*</b>									
1.1	Not enough space to provide adequate care for the highest number allowed to attend at one time (Ex: basic furniture crowds space so children and staff cannot move freely; crowding causes conflicts among children).*		3.1	Enough indoor space for children, staff, and basic furnishings for routines, play, and learning.*	5.1	Ample indoor space that allows children and staff to circulate freely, enough space for mealtimes, group times, and suitable space for activities in free play.*	7.1	Natural light can be controlled (Ex: adjustable blinds or curtains).*	
1.2	Space lacks sufficient lighting, ventilation, temperature control, or is very noisy (Ex: staff or children complain about temperature; staff must talk loudly to be heard above constant noise).		3.2	Adequate lighting, ventilation control, comfortable temperature, and reasonable noise level (Ex: staff and children usually talk without raising voices to be heard; room is not stuffy or gloomy).	5.2	Some direct natural lighting through windows or skylights.		7.2	Space is accessible to children and adults with disabilities (Ex: ramps and handrails for people needing them; access for wheelchairs and walkers; push-plate doorbell instead of small button).*
1.3	Space is generally in poor repair (Ex: much peeling paint on walls or chipping plaster; damaged floors; large water stains on ceiling).		3.3	Space is generally in good repair (Ex: no major hazards that could cause injury or illness, and few minor problems such as a slightly torn rug or missing sections of the baseboards).*	5.3	Ventilation can be controlled (Ex: windows can open; fan used by staff).*		7.3	Most indoor surfaces are durable and easy to clean and maintain.
1.4	Space is poorly maintained (Ex: floors left sticky or dirty; much built up soil around baseboards or furniture).		3.4	Space is reasonably clean and well-maintained.					
			3.5	Space is accessible to all children and adults currently using the classroom.*					

## Item score: 2

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
1.4	3.4		
	3.5		

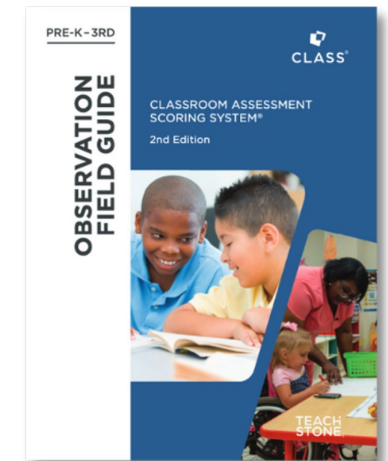
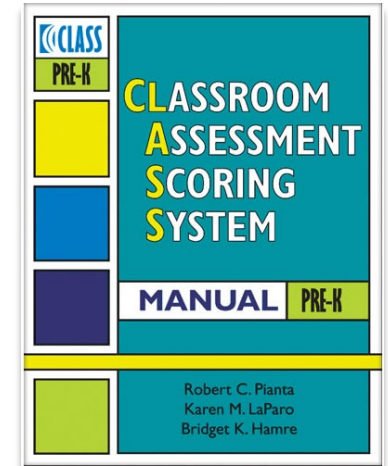
1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
1.4	3.4		
	3.5		

# Classroom Assessment Scoring System (CLASS)

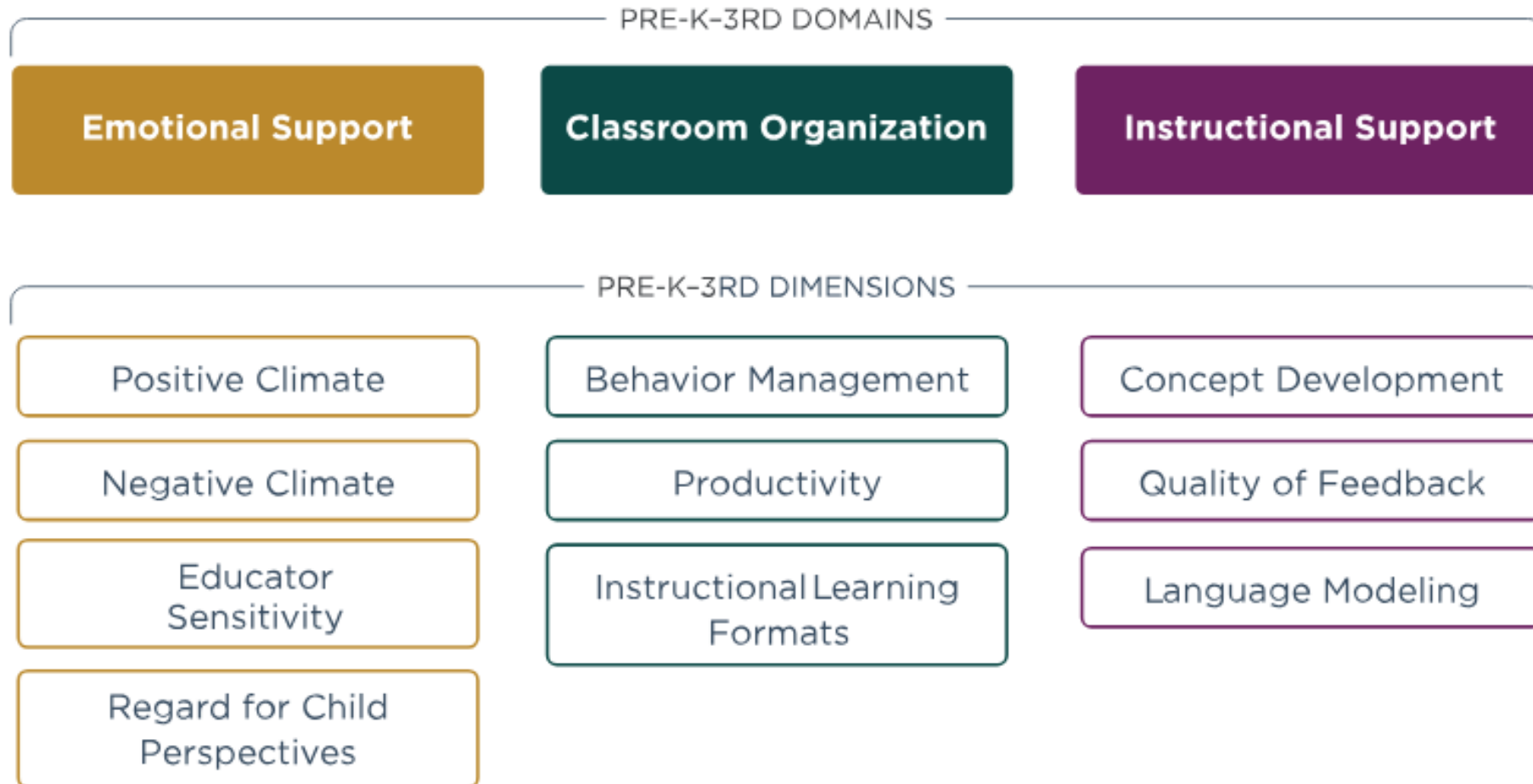
Measures adult-child and child-child interactions in three Domains:

- Emotional Support
- Classroom Organization
- Instructional Support

Intended to measure **children's interactions.**



# CLASS Structure



# CLASS Scoring

Domain		Dimension		Behavioral Marker								
INSTRUCTIONAL SUPPORT	Concept Development	Analysis and reasoning	L	M	H	1	2	3	4	5	6	7
		Creativity	L	M	H							
		Integration	L	M	H							
		Connections to everyday lives	L	M	H							
	Quality of Feedback	Scaffolding	L	M	H	1	2	3	4	5	6	7
		Feedback loops	L	M	H							
		Prompting thought processes	L	M	H							
		Providing information	L	M	H							
	Language Modeling	Encouragement and affirmation	L	M	H	1	2	3	4	5	6	7
		Frequent conversation	L	M	H							
		Open-ended prompts	L	M	H							
		Communication extensions	L	M	H							
		Narration	L	M	H	1	2	3	4	5	6	7
		Advanced language	L	M	H							


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# Reliability and Training

## CLASS:

- 3 days of coursework, followed by online testing
- 80% or higher across five 20-minute videos
- Annual online recertification testing

## ERS Reliability (repeated for each scale)

- Independent study and online training
  - Shadow experienced assessors
  - 85% or higher across 3 observations with an anchor observer
  - Annual renewal: 3 observations with an anchor observer
- 

# Purpose of the Report

# Annual Assessment Trends and Technical Assistance Report

Audience: Regional Technical Assistance staff

Primary purpose: To support development of training and TA based on data collection around the state

Data in the report may be helpful at the State level for leaders and policy makers to evaluate system-wide needs for early learning programs



# Organization of Trends & TA Report

# Identifying Trends

Assessors identify patterns across observations



Data is analyzed to see if/how a pattern is supported



Trend Identified

Data team identifies patterns in data



Assessors add observational information to describe data



Trend Identified



# Highlighted Trends

Apply to all  
assessment

Apply to  
ERS

Apply to  
CLASS



# TA Opportunities

Recommendations based on:

- Knowledge of the tools
- Experience with programs during assessment communication, debrief sessions, and training
- Understanding of state systems and available resources



# Data



## ECERS-3 Item 23: Math materials and activities

Learning Activities	Item 23
Average Score	2.96
Compared to Overall Average: 3.76	Lower
Compared to Subscale Average: 3.11	Lower
Median	3.00
Minimum	1.00
Maximum	7.00

## ECERS-3 Item 24: Math in daily events

Learning Activities	Item 24
Average Score	3.73
Compared to Overall Average: 3.76	Lower
Compared to Subscale Average: 3.11	Higher
Median	4.00
Minimum	1.00
Maximum	6.00

## ECERS-3 Item 25: Understanding written numbers

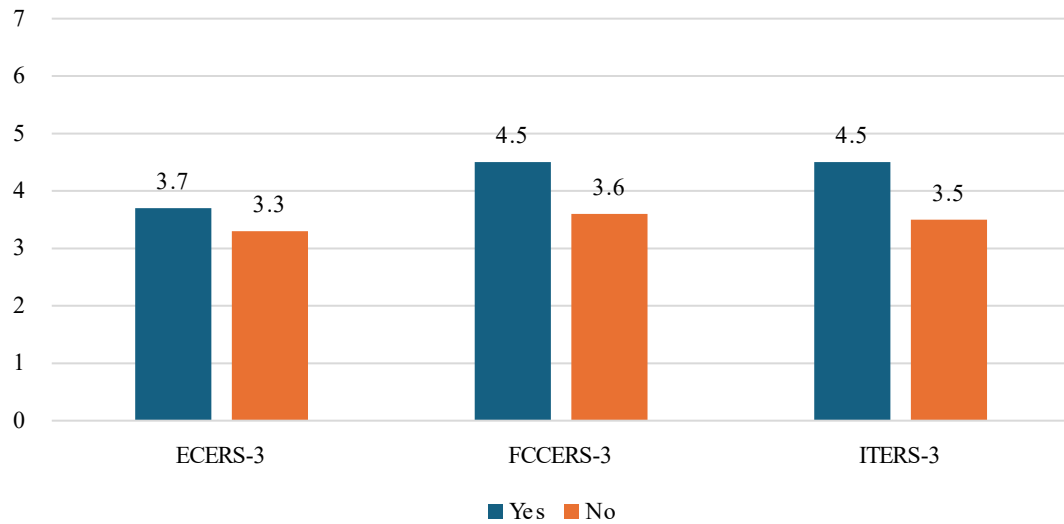
Learning Activities	Item 25
Average Score	2.19
Compared to Overall Average: 3.76	Lower
Compared to Subscale Average: 3.11	Lower
Median	2.00
Minimum	1.00
Maximum	6.00

# Examining Trends

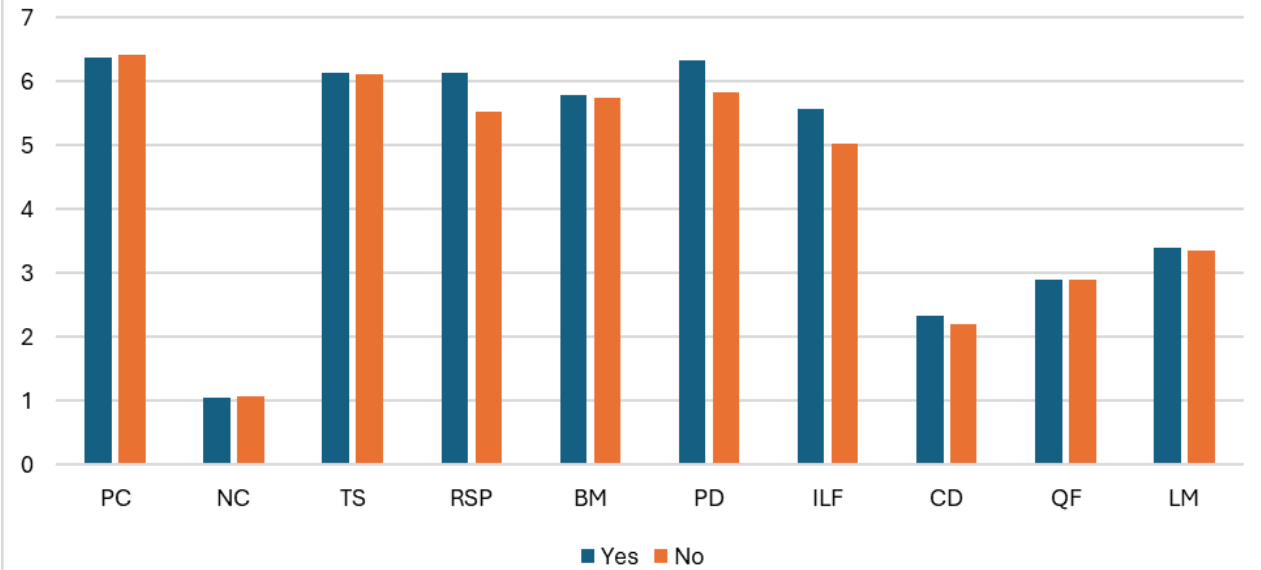
# Free Play

Average Overall ERS Scores by Free Play Indicator

5.1



CLASS Dimensions during Free Choice



# Learning Activities

- Accessibility of materials
  - Music
  - Blocks (unit blocks)
  - Nature/science
  - Art (infant/toddler)
  - Dramatic play (infant/toddler)
- Adult interactions with materials
- Print numbers that show quantity
- Safety (infant/toddler)



# How to contact us

Programs can find more information about assessments on [our webpage](#) and request an observation [HERE](#).

Send our team an email:  
**assessment\_team@mail.wou.edu**



# Questions?

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