

Providing Detailed Feedback: The Summary Report

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A number of states that use the Environment Rating Scales for program assessment and improvement, produce a detailed Summary Report for the staff in the room observed and the facility director on site. The assessor does not provide feedback to the staff at the time of the assessment. In order to fully inform the child care provider and the consultant who will be available for technical assistance, the assessor writes a detailed Summary Report. This report must be written immediately after the completed assessment, and before the assessor conducts another assessment.

The Summary Report is discussed by the technical assistance consultant with the director and/or staff of the center (or the family child care provider). The technical assistance consultant must be trained on the scales, so that she or he can explain the meaning of the scores on the various indicators. A Planning Form can be used to make plans for improvement based on specific indicator scores.

The Summary Report has been well received by the providers, on the whole. The detailed feedback is seen as a blueprint for specific improvements and helps the providers understand what is required to reach a higher score.

Format of the Summary Report

The Summary Report contains three sections: 1) a heading with identifying information; 2) a list of those items with scores 5 and above; 3) detailed information about those items with scores below 5.

The heading contains identifying information such as the center ID code, room observed, etc., as well as the assessor code and the average score achieved on the rating scale.

The next section shows the program's strengths by listing the number and name of each item rated a 5 or higher.

In the last section, each item rated below a 5 is listed and the score is justified. The requirement of each indicator that was missed is stated and the details of what was observed are described.

Following is an excerpt from a Summary Report of an assessment in a child care classroom using the ECERS-R. This scale is used in centers enrolling children 2½ to 5 years of age in preschool, child care and kindergarten settings.

Sample Summary Report

Section I: Program information

Center:

Room Observed:

Date:

Observer:

Scale:

Average Score:

Section II: Strengths: Items with Scores of 5 and Above

Item	Score
Space and Furnishings	
1. Indoor Space	
2. Furniture for routine care, play and learning	
3. Furnishings for relaxation	
4. Room arrangement for play	
5. Space for privacy	
6. Child-related display	
7. Space for gross motor play	
8. Gross motor equipment	
Personal Care Routines	
9. Greeting/departing	
10. Meals / snacks	
11. Nap / rest	
12. Toileting / diapering	
13. Health practices	
14. Safety practices	
Language-Reasoning	
15. Books and pictures	
16. Encouraging children to communicate	
17. Using language to develop reasoning skills	
18. Informal use of language	
Activities	
19. Fine motor	
20. Art	
21. Music / movement	
22. Blocks	
23. Sand / water	
24. Dramatic play	
25. Nature / science	
26. Math / number	
27. Use of TV, video, and / or computer	
28. Promoting acceptance of diversity	

Interaction

- 29. Supervision of gross motor activities
- 30. General supervision of children (other than gross motor)
- 31. Discipline
- 32. Staff-child interactions
- 33. Interactions among children

Program Structure

- 34. Schedule
- 35. Free play
- 36. Group time
- 37. Provisions for children with disabilities

Parents and Staff

- 38. Provisions for parents
- 39. Provisions for personal needs of staff
- 40. Provisions of professional needs of staff
- 41. Staff interaction and cooperation
- 42. Supervision and evaluation of staff
- 43. Opportunities for professional growth

Section III: Needs Improvement: Items with Scores Less Than 5

Item	Score	Indicator
<u>Space and Furnishings</u>		
1. Indoor space	5.1	
2. Furniture for routine care, play and learning		
3. Furnishings for relaxation		
4. Room arrangement for play		
5. Space for privacy		
6. Child-related display		
7. Space for gross motor play		
8. Gross motor equipment		
<u>Personal Care Routines</u>		
9. Greeting/departing		
10. Meals / snack		
11. Nap/rest		
12. Toileting / diapering		
13. Health practices		
14. Safety practices		

Item	Score	Indicator
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Language-Reasoning

- 15. Books and pictures
- 16. Encouraging children to communicate
- 17. Using language to develop reasoning skills
- 18. Informal use of language

Item	Score	Indicator
<u>Activities</u>		
19. Fine motor		
20. Art		
21. Music / movement		
22. Blocks		
23. Sand / water		
24. Dramatic play		
25. Nature / science		
26. Math / number		
27. Use of TV, video, and / or computer		
28. Promoting acceptance of diversity		

Item	Score	Indicator
<u>Interactions</u>		
29. Greeting/departing		
30. General supervision of children		
31. Discipline		
32. Staff-child interactions		
33. Interactions among children		

Item	Score	Indicator
<u>Program Structure</u>		
34. Schedule		
35. Free play		
36. Group time		
37. Provisions for children with disabilities		

Item	Score	Indicator
<u>Parents and Staff</u>		
38. Provisions for parents		
39. Provisions for personal		

- needs of staff
- 40. Provisions for professional needs of staff
- 41. Staff interactions and cooperation
- 42. Supervision and evaluation of staff
- 43. Opportunities for professional growth