

<p><b>Policy Number: OC 3</b></p>	<p>Relates to CFR#: 1304.21(a)(1)(i); 1304.40(e)(5); 1304.51(a)(1)(ii) &amp; (iii); 1304.51(g) &amp; (i)(1)&amp;(2); and Head Start Act, Sections 641A(a)(1)(B) &amp; (b)(4); 642(e); 648(a)(1)(A)</p>	<p><b>Page 1 of 1</b></p>
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**SUBJECT:** Alphabet Knowledge Assessment

**PERFORMANCE OBJECTIVE:** The program will establish and implement procedures to ensure that an assessment of the children’s knowledge of the letters of the alphabet (ABC) will be taken three times each year and that the results of the assessment are reported back to the classroom teachers to maximize children’s learning and back to management to maximize the effectiveness of program administration.

**OPERATIONAL PROCEDURE:** Classroom teachers administer the ABC assessment three times during the year. The first assessment is made in August or early September, as early in the year as possible in order to maximize the extent to which subsequent assessments measure the impact of the Head Start program on children’s alphabet knowledge. The second assessment is made in January, as close to the middle of the month as possible in order to divide the span between the initial and final assessments as evenly as possible. This timing maximizes the validity of the assessment data while simultaneously maximizing the opportunity for the development and implementation of intervention strategies designed to maximize children’s alphabet knowledge. The third assessment is made in May, as late in the year as possible in order to assess the widest range of change in children’s alphabet knowledge during the year.

Following each assessment, teachers complete an “SVHS Teacher Checklist by Child (literacy)” and file the checklist as part of their monthly report. The outcomes specialist extracts data from the Checklist and prepares aggregate gains report at mid-year and at the end of the year for the classroom teachers, supervising teachers, mentor teachers, the management team, and others where appropriate.