

AEPS® in Center-Based Settings

Here are some specific suggestions and procedures for administering the AEPS® Test in center-based settings:

- **Identify the child or children to be assessed.** Review existing information to familiarize yourself with each child's age, developmental performance across areas, medical history, family concerns, and behavioral characteristics. Review children's records in AEPSi to be sure the information is complete and up-to-date, or note the information you will need to create any new child records.
- **Review AEPS Test items for the areas that you plan to address.** Read through the specific goals/objectives in the AEPS Test to clarify the content and criteria for each skill that you plan to assess. Some users find it useful to make notations about criteria.
- **Organize the testing environment.** Determine if you will be using the AEPS Test to observe one or more children during play, planned activities and/or regular routines such as opening circle or snack time in the classroom. Use the set of eight center-based assessment activities from AEPSi to efficiently structure observations by embedding AEPS Test items into commonly occurring classroom activities. These activities together contain all items from the AEPS Test Level I and Test Level II and are linked to the Child Observation Data Recording Form (CODRF) and reporting features of AEPSi. (For more information, read [Group and Individual Assessment Using AEPS Assessment Activities](#).) Teams should review or develop a list of necessary materials and schedule time and set up a space for assessment in the classroom.
- **Select the data recording form that matches your assessment procedure.** AEPS provides a variety of recording forms, all available through AEPSi, to meet individual users' needs. After organizing the environment, identify and reproduce the form that matches your situation; for example, if you have decided to observe a single child in a single area of development, then you may want to use the CODRF. If you have decided to observe a single child across all areas of development, then you may want to use the CODRF or the AEPS assessment activity recording forms. If you have decided to assess a group of children, then you may want to use the AEPS assessment activity recording forms, which allow you to assess and record data for up to six children at the same time. The CODRF and assessment activity recording forms can be printed from AEPSi prior to the observation.
- **Prepare for data collection.** Designate someone to monitor play or facilitate the assessment activity and someone else to record data. On the printed CODRF or assessment activity recording forms, bracket a child's performance level by eliminating goals that are clearly too easy or difficult. Score items that are developmentally below the child's current level of performance as 2R and items that are demonstrably too difficult as 0R. The R, which stands for Report, is found in the Notes section of the Child Observation Data Recording Form. (Please note: If the child has an existing AEPS Test

recorded in AEPSi, AEPSi can help you with this process by enabling you to create Custom CODRFs. See the [AEPS User's Manual](#).)

- **Record assessment data using the three-point scoring options (2 = consistently meets criterion; 1 = inconsistently meets criterion; 0 = does not meet criterion).**
Observation is the preferred method of data collection. Score each goal, and then score all associated objectives for goals scored 1 or 0. Add notes and comments to qualify and explain scores. After entering the data into AEPSi, AEPSi will calculate area raw scores automatically from each child's record and produce summaries in the form of a variety of child reports.
- **Summarize child's performance across areas.** Users may summarize AEPS information numerically, narratively, or visually. AEPSi automatically pulls child assessment data into reports that summarize the child's performance, including Score Summary, Graphed Scores, the Child Progress Record, Provider's Notes, the IFSP/IEP Summary report, and the Present Level of Functioning report. Be sure that enough information has been collected to make sound decisions, and look for patterns in how a child demonstrates various skills. Many teams working in center-based programs generate narratives that can be used as the child's present level of performance or as quarterly progress reports. The Present Level of Functioning report in AEPSi identifies skills that child has mastered, skills that are emerging, and skills that aren't yet present and can aid you in developing that narrative.