



## Maryland EXCELS Self-Assessment: Family Child Care 6 weeks through 5 years

The Maryland EXCELS Self-Assessment: Family Child Care was developed to conduct observations of teaching practices with groups of children from 6 weeks through 5 years of age, prior to kindergarten. This self-assessment is used to satisfy the Level 3 requirements for program self-assessment. It was developed using the Maryland State Department of Education's [Healthy Beginnings Guidelines](#) and [Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy](#), and is aligned with the Classroom Assessment Scoring System (CLASS®) Infant, Toddler and Pre-K tools published by Teachstone.

### Requirements for ACR 2:

- 1) Conduct the self-assessment based upon enrollment at the time of the observation.
- 2) Upload the **Summary Score Sheet** page to your Maryland EXCELS online account in ACR 2.

### Guidelines for the Observer:

- Prior to conducting the self-assessment, review the types of teacher-child interactions listed on the following pages.
- The self-assessment focuses on what the children are experiencing as the provider interacts with them.
- Best practice is to complete the self-assessment based upon a “typical day.” A “typical day” would have at least 75% of enrolled children in attendance.
- Reflect upon teacher-child interactions during a variety of activities and routines, including independent play, snack or mealtime, and diapering/toileting.
- The purpose of this self-assessment is to assist with developing your **Program Improvement Plan** (see ACR 3), your continuous quality improvements and your professional development plans.
- Taking notes is recommended to help you remember what you observed the children experience.

### Upon completion of the self-assessment:

- 1) Decide if the teacher-child interaction in each row took place **Consistently**, **Sometimes**, or **Rarely**. Assign a score to each teacher-child interaction row based on the Points Range Descriptions listed here and found at the bottom of each page.
  - a) **Rarely**: Assign a teacher-child interaction a score of **1 point** if you did not see a teacher-child interaction taking place, or only once or twice during the observation.
  - b) **Sometimes**: Assign a teacher-child interaction a score of **4 points** if you saw a teacher-child interaction a few times, with different children, during the observation.
  - c) **Consistently**: Assign a teacher-child interaction a score of **7 points** if you saw teacher-child interactions taking place throughout the observation.

- 2) If there is more than one provider, consider the children’s average experience for each teacher-child interaction using the **Points Range Descriptions**. For example, you might assign 7 points to a provider who **Consistently** engaged with the children, while another provider who **Rarely** engaged with many children during that time would be assigned 1 point. The teacher-child interaction **Range** for that row would be **Sometimes**, so you would put 4 in the POINTS column.
- 3) To get the **Average Score** for each table, add up the Points assigned to each row to get the **Total Points**. Divide the **Total Points** by the number of rows in that table. Put the **Average Score** on the last page (**Summary Score Sheet** page). In the Sample below, 29 Total Points divided by 5 rows of Teacher-Child Interactions equals an **Average Score** of 5.80.

<i>(SAMPLE) PERSONAL AND SOCIAL Teacher-Child Interactions</i>	<b>Points</b>
<b>Responding to a child with positive facial expressions, actions, and words</b> <i>Examples of various observer note-taking methods: // // // // //; 🗣️</i>	<b>7</b>
<b>Using a soft tone of voice</b> <i>sang // // // ; always spoke softly</i>	<b>7</b>
<b>Playing with materials with a child</b> <i>used doll, books, rattle // //</i>	<b>4</b>
<b>Following a child's lead during play</b> <i>switched to book when doll dropped ; tapped mobile when it stopped spinning ;  said, “Not now,” when child asked to leave story time</i>	<b>4</b>
<b>Providing choices during play, routines, and chores</b> <i>changed diaper while child was crying/fussy xxx 🤔 all children had to stay on carpet</i>	<b>4</b>
<b>Total Points ÷ Teacher-Child Interactions: 26 ÷ 5 = 5.20</b> <b>Average PERSONAL AND SOCIAL Score: 5.20</b>	<b>Total Points</b> <b>26</b>

Points Range Descriptions:

Rarely (*once or twice during 20 minutes*) = 1 point Sometimes (*three to five times during 20 minutes*) = 4 points

Consistently (*more than five times during 20 minutes, with most children*) = 7 points



<b>PERSONAL AND SOCIAL Teacher-Child Interactions</b> <i>Personal and Social development includes feelings about self and others, relating to adults and other children, increasing self-awareness, and building self-concept. Teachers support this development by doing the following:</i>	<b>Points</b>
Responding to a child with positive displays of affection. (facial expressions, actions and words, smile, hug, give high five, etc.)	
Using a soft tone of voice.	
Playing with materials with a child.	
Following a child's lead during play and routines. Planning alternative activities for children who finish early.	
Providing choices during play, routines, and chores. Providing a balance of teacher-directed and child-directed activities.	
Acknowledging and labeling feelings and reactions. Monitoring children's understanding and facial expressions.	
Being clear and consistent about rules, limits, and expectations. Giving clear directions and explanations for completing activities, tasks, and transitions. Using effective pacing with established routines and rules.	
Reinforcing and acknowledging positive behaviors. Providing positive guidance to support appropriate behavior. Providing time for children to practice self-regulation.	

Points Range Descriptions:

Rarely (*once or twice during 20 minutes*) = 1 point Sometimes (*three to five times during 20 minutes*) = 4 points

Consistently (*more than five times during 20 minutes, with most children*) = 7 points

Giving reassurance when upset.	
Helping a child feel safe, comfortable, and accepted. For example: Connecting activities and conversations to a child's life; speaking informally with a child to gain information about her/him.	
Building positive relationships: with children, among children, and model respectful peer-to-peer relationships.	
Demonstrating enthusiasm, intensity, and humor.	
Motivating children to feel competent and capable of completing a task/skill by providing feedback and encouragement specific to that task/skill.	
Providing children with opportunities to choose to work/play individually, in small groups, or in a large group.	
Total Points ÷ 14 Teacher-Child Interactions: <b>Average PERSONAL AND SOCIAL Score:</b>	<b>Total Points</b>

Points Range Descriptions:

Rarely (*once or twice during 20 minutes*) = 1 point Sometimes (*three to five times during 20 minutes*) = 4 points

Consistently (*more than five times during 20 minutes, with most children*) = 7 points

<b>COMMUNICATION AND LANGUAGE Teacher-Child Interactions</b> <i>Communication takes place with words, gestures, and actions in the physical layout of the classroom environment. Language Development includes understanding and communicating; early literacy (pre-reading and pre-writing); listening and speaking; expressing thoughts, ideas, and emotions; and entering into conversations. Teachers support this development by doing the following:</i>	<b>Points</b>
Engaging in formal (to provide information) and informal (social) conversations throughout the day, using clear adult language.	
Putting words to what the children or you are doing.	
Imitating sounds/repeating what a child has said.	
Expanding upon what a child has said.	
Using, labeling, describing, adding, explaining new vocabulary words.	
Connecting examples and experiences to each child’s everyday life.	
Having “give and take” conversations with each child. Speaking to a child at child’s eye level.	
Redirecting a child’s behavior while on their eye level using a calm, positive tone.	
Using effective and specific verbal feedback.	

Points Range Descriptions:

Rarely (*once or twice during 20 minutes*) = 1 point Sometimes (*three to five times during 20 minutes*) = 4 points

Consistently (*more than five times during 20 minutes, with most children*) = 7 points



Total Points 9 Teacher-Child Interactions: <b>Average COMMUNICATION AND LANGUAGE Score:</b>	<b>Total Points</b>
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<b>COGNITIVE Teacher-Child Interactions</b> <i>Cognitive Development involves discovering and learning through mathematical, scientific, and social exploration. High-level questions and discussions are essential to support each child's concept development. An early childhood educator continuously promotes a responsive learning environment to improve the children's participation. Teachers support this by doing the following:</i>	<b>Points</b>
Encouraging each child to explore a variety of materials using multiple methods (verbal, visual, hands-on materials).	
Asking guiding questions to extend experiences by asking children to explain, infer, compare, analyze, and evaluate information that has been presented.	
Asking open-ended, high-level questions requiring more than a one-word response (Wh,; How, What i,; How do you know) that help children develop understanding of a concept or topic.	
Introducing a topic to children by clearly stating objectives.	
Encouraging each child to use self-help skills.	
Encouraging each child to try new activities and skills.	
Having children complete a task that requires intellectual involvement. For example: Encouraging children to solve problems and conduct experiments; engaging children with activities requiring thinking and decision-making.	

Points Range Descriptions:

Rarely (*once or twice during 20 minutes*) = 1 point Sometimes (*three to five times during 20 minutes*) = 4 points

Consistently (*more than five times during 20 minutes, with most children*) = 7 points



<p>Connecting prior knowledge of the children with new information. Asking questions to make connections to a child's prior knowledge.</p>	
<p>Providing time for children to digest and react when information is presented.</p>	
<p>Asking follow-up questions to encourage children's responses; waiting enough time for the child to respond. (Asking children to elaborate on their answers.)</p>	
<p>Total Points ÷ 10 Teacher-Child Interactions: <b>Average COGNITIVE Score:</b></p>	<b>Total Points</b>

Points Range Descriptions:

Rarely (*once or twice during 20 minutes*) = 1 point Sometimes (*three to five times during 20 minutes*) = 4 points

Consistently (*more than five times during 20 minutes, with most children*) = 7 points



<b>PHYSICAL AND FEEDBACK Teacher-Child Interactions</b> <i>Physical Development includes coordinating movements; coordinating and using large and small muscle groups; improving self-help abilities; building self-help skills; and caring for self and others. Feedback is specific to a child's demonstration of skills, rather than simply a positive comment or praise. Teachers support this development by doing the following:</i>	<b>Points</b>
Assisting a child while she/he learns new skills. Stating specific, concrete expectations for the skill being developed. For example: Providing step-by-step instructions, as needed.	
Encouraging each child's independence while being patient with her/his efforts.	
Offering assistance before a child becomes frustrated.	
Praising a child's efforts to do things for her/himself. Providing children with in-the-moment, objective feedback that reinforces proficient and developing skills.	
Developing lessons that reflect children's interests and skills, and meet each child's developmental needs and abilities.	
<b>Total Points ÷ 5 Teacher-Child Interactions:</b> <b>Average PHYSICAL AND FEEDBACK Score:</b>	<b>Total Points</b>

Points Range Descriptions:

Rarely (*once or twice during 20 minutes*) = 1 point Sometimes (*three to five times during 20 minutes*) = 4 points

Consistently (*more than five times during 20 minutes, with most children*) = 7 points



Maryland EXCELS Self-Assessment: Family Child Care Homes

**Summary Score Sheet**

*Upload the completed Summary Score Sheet to ACR 2 in your Maryland EXCELS profile.*

	AVERAGE SCORES
PERSONAL AND SOCIAL Teacher-Child Interactions	
COMMUNICATION AND LANGUAGE Teacher-Child Interactions	
COGNITIVE Teacher-Child Interactions	
PHYSICAL AND FEEDBACK Teacher-Child Interactions	

Provider Name:	Registration #:	Date of Self-Assessment:
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Points Range Descriptions:

Rarely (*once or twice during 20 minutes*) = 1 point Sometimes (*three to five times during 20 minutes*) = 4 points

Consistently (*more than five times during 20 minutes, with most children*) = 7 points

