



Younger Youth Program Quality Assessment (YYPQA)

Sample Items

Younger Youth Version Grade K-6

The David P. Weikart Center for Youth Program Quality

A Joint Venture between HighScope and the Forum

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II. Supportive Environment

II-K. The physical environment is flexible and child-centered.

Indicators			Supporting Evidence/Anecdotes
1 There are no interest areas in or accessible to the program space.	3 There are interest areas in or accessible to the program space, but they are not well-defined.	5 There are well-defined interest areas in or accessible to the program space (e.g., materials in areas match purpose; spaces are clearly marked and/or labeled).	<input type="checkbox"/>
1 The physical environment cannot be modified to meet the needs of the program offering.	3 The physical environment can be modified to meet the needs of the program offering, but children and/or staff are discouraged from doing so.	5 The physical environment can be modified to meet the needs of the program offering (e.g., furniture and/or supplies can be moved).	<input type="checkbox"/>
1 Ready-made commercial items or adult-made items dominate the learning environment (bulletin boards and wall displays).	3 Some children's work is on display in the classroom.	5 Children's individual work and projects make up most of wall, bulletin board, and other displays.	<input type="checkbox"/>
1 Children do not participate in selecting items for display or deciding how to arrange them.	3 Children participate in selecting some items for display and sometimes in deciding how to arrange them.	5 Children frequently participate in selecting items for display or deciding how to arrange them.	<input type="checkbox"/>

III. Interaction

III-O. Children have opportunities to practice leadership skills.

Indicators			Supporting Evidence/Anecdotes
1 None or only some of the children have an opportunity to practice group-process skills.	3 All children have at least one opportunity to practice group-process skills.	5 All children have multiple opportunities to practice group-process skills (e.g., actively listen, contribute ideas or actions to the group, do a task with others, take responsibility for a part).	<input type="checkbox"/>
1 Over the course of the program offering, no children have an opportunity to lead a group.	3 Over the course of the program offering, some children have an opportunity to lead a group.	5 Over the course of the program offering, all children have one or more opportunities to lead a group (e.g., facilitate a discussion, lead a song, project, event, or other activity).	<input type="checkbox"/>
1 Over the course of the program offering, no children have the explicit opportunity to help other children.	3 Over the course of the program offering, some children have an opportunity to help another child with a task.	5 Over the course of the program offering, each child has one or more opportunities to help another child with a task (e.g., staff asks a child to help another child print a page from the computer.)	<input type="checkbox"/>

IV. Engagement

IV-S. Children are encouraged to take on responsibilities.

Indicators

1 Adults do not provide opportunities for or encourage children to take care of their own needs.

3 Adults sometimes provide opportunities for or encourage children to take care of their own needs.

5 Adults frequently provide opportunities for or encourage children to take care of practical needs and accomplish routine tasks (e.g., clean up, get supplies).

Supporting Evidence/Anecdotes

1 Adults frequently impose procedures, telling children how to carry out activities or tasks.

3 Adults sometimes allow or encourage children to carry out activities or tasks on their own, even when it takes a long time or children do not employ the methods adults may have in mind.

5 Adults often allow or encourage children to carry out activities or tasks on their own, even when it takes a long time or children do not employ the methods adults may have had in mind.