Frequently Missed Items

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Early Learning Programs

Frequently Missed Items are items on the accreditation tools used during the site visit. When scored, these items pass at a rate of **78% or lower**, meaning a significant number of programs miss these items when going through the accreditation site visit. Below are the 26 Frequently Missed Items listed by Standard.

These items assessed on the: **Classroom Observation Tool**

These items assessed on the: **Program & Classroom Portfolios**

These items assessed on the: **Program Observation**

Standard 1 Relationships	Standard 2 Curriculum	Standard 3 Teaching	Standard 4 Assessment of Child Progress	Standard 5 Health	Standard 6 Staff Competencies, Preparation & Support	Standard 9 Physical Environment	Standard 10 Leadership and Management
1C.3	2E.4	3A.2	4C.2	5A.4	6A.4	9B.1	10B.22
1E.1	2G.3	3D.8		5A.6	6C.1	9D.3	10F.1
	2J.1			5A.15	6C.2		
	2J.6			5A.23	6C.3		
	2L.2			5C.3	6C.4		
	2L.3			5C.6			

None of the items in Standards 7 or 8 are frequently missed.

General Tips

› Read the item language **_very carefully_**. Understand what the standard is assessing and measuring. If the item contains bullet points, there needs to be documentation that supports **_every bullet point listed_**. If an Assessor does not see documentation for each bullet point, they cannot mark the item as a "yes." *There is no partial credit.* If needed, programs are encouraged to use the exact language of the item in their policies, to meet this standard item.

› Ensure educators understand the items on the Classroom Observation Tool & the Classroom Portfolio Tool. If needed, refer to the 2022 Early Learning Program Standards document, or the Overview of Standards resource page, found on Torch towards the bottom of the Self-Study page.

› Review the "General Rating Guidelines" on the first page of each of the 4 Assessment Tools. They can be found on the TORCH. The guidelines highlight the definitions of some of the key words used in the item language.

› Read the examples and guidance listed for each of the items. These are found on the assessment tools, below the standard item, *in italics*.

Item-Specific Examples

Standard 1: Relationships

› (example) 1E.1

This item is about the guidance and discipline policy, and all the bullet points listed in the item must be met. There is no partial credit for this item. These three bullet points are most often missed, so take care to clearly document:

- **HOW** the policy was communicated to *Families AND Staff*.

- That (at least one *goal*) of this policy is to limit or **eliminate expulsion**.

- In addition, the policy needs to *specifically* state that it is aligned and complies with **federal and state civil rights laws**.

Standard 2: Curriculum

› (example) 2L.3

This item emphasizes children's learning about the physical and **geographic environment beyond the playground**. Examples of these include local buildings, business, neighborhoods, parks and lakes.

Standard 3: Teaching

› (example) 3A. 4

At least 50% or more of the displays in the classroom should show children's work. **Children's work** may include samples of writings, ideas, and stories that children have dictated, and/or pictures of the children exploring and creating with some description of their learning process.

Standard 4: Assessment of Child Progress

› (example) 4C. 2

If your program **does offer** these services, documentation may include: a flier or other notice communicated to families; permission slips with parent signatures; pictures of these screenings happening with a description, or even sign-in sheets for the event.

If your program **does not** offer these screenings,

you need to show that your program assures that all children do get screened. Common evidence for this includes:

- If your state does not require pre-admission vision and hearing screenings, the program can show a written policy or admission form that requires families to document that they had the screenings done by a physician or other provider of such services.

Standard 5: Health

› (example) 5A.4

The main health concern in this item is cross contamination. Children should not be able to touch the diaper bins.

Standard 6: Staff Competencies, Preparation, and Support

› (example) 6C. 1- 6C. 4

It is important to note that staff qualifications are a marker for quality and developmentally appropriate practice, but they are **not required**. These items **will not prevent** a program from becoming accredited.

Standard 9: Physical Environments

› (example) 9D.2

A posted sign or notice at the facility's main entrance that encourages families, staff, and visitors to wipe or remove their shoes before entering. This does not need to be enforced but should be **encouraged** because the goal is to keep out contaminants such as heavy metals and oils from being tracked into areas used by children.

Standard 10: Leadership and Management

› (example) 10F.1

If the recommended employee **benefits are not available**, the program has a **plan** that states the conditions under which the employee benefits will be improved.

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