

How to Conduct an Internal Assessment Using the Rating Observation Scale for Inspiring Environments (ROSIE)

ROSIE assessment at-a-glance

- Two hours to complete
- No children present, when possible
- No teacher interview
- No program documents needed for scoring
- Assessment based on observation only

Required materials

- Rating Observation Scale for Inspiring Environments (ROSIE) ISBN: 978-0-87659-321-9

Supplemental materials

- Inspiring Spaces for Young Children (highly recommended) ISBN: 978-0-87659-317-2

Purchase the materials

- There are multiple sources where the required and supplemental materials can be purchased. An online search by resource name or ISBN number may result in several options from which to choose.
- Be sure to allow adequate time for ordering and delivery of the materials.
- Although only one ROSIE scale book is needed to conduct the assessment (the score sheet may be copied), you may want to consider ordering a copy for each classroom that will be using the ROSIE.

Conducting the internal assessment (start to finish)

1. Learn about the ROSIE

- The more you learn about the quality practices described in the ROSIE, the more accurate your own internal assessment will be.
- It is recommended that the teaching team from each classroom being assessed and the internal assessment team becomes familiar with the expectations of the ROSIE, especially the “Seven Principles of Design.”
- View the following brief videos and Prezi (links found in the [Program Quality Assessment Professional Development Catalog](#))
 - Introduction to the Rating Observation Scale for Inspiring Environments
 - Rating Observation Scale for Inspiring Environments: ROSIE
 - [ROSIE-Rating Observation Scale for Inspiring Environments](#)
 - NOTE – The Prezi presentation format may not be appropriate for individuals sensitive to motion-sickness or vertigo.
- Read the ROSIE book cover to cover, including the definitions found on page 46 and the scoring process found on pages 5, 8-9, and 47.
- Reflect on the expectations for each Principle of Design indicator.

- Contact a ROSIE Program Quality Assessor from the list found in Appendix A of the PQA PD Catalog to obtain clarification on any questions related to ROSIE expectations and/or scoring the ROSIE.

2. Prepare to conduct the internal assessment

- If time has elapsed since your purchase and review of the ROSIE, re-familiarize yourself with the scale expectations.
- Gather all materials needed: something to capture your notes whether a laptop or paper/pencil, ROSIE scale book, copy of score sheet from back of ROSIE scale book (page 47).
- Set aside at least two hours of time for the assessment.
- It is not mandatory that the assessment is completed in a single time block; however, it should be completed within one week.

3. When to conduct the internal assessment

- It is best to conduct the assessment when no children are present.

4. Conduct the internal assessment

- Approach the observation as an objective observer who looks at the classroom from an aesthetics perspective. Make scoring decisions based on the current observation of the classroom, not on changes that are planned for the future or what might have been done in the past.
- Read each indicator carefully, paying close attention to the expectations for each indicator. Some indicators include more than one criteria to fully meet the indicator's expectation (for example, a designated science area to explore natural materials, and use science equipment AND an organized system to test theories and record their findings).
- Take notes that relate to each indicator to support your scoring decisions. Taking notes is extremely helpful for various reasons. First, note taking will help you score accurately. If you are reviewing the assessment in order to check your scores, looking back at notes will help you. Second, note taking will help you/your teachers create goals based on observed data that was written down. Providing numerical scores is not enough to support your program's growth and development.

5. Determine your ROSIE level (Scoring)

- Score the assessment using the scoring information found on pages 5, 8-9, and 47.
- Score each principle independently of all other principles.
- Read across the three levels (left to right) of the indicator to determine the level that best reflects your classroom environment.
- Assign one point for Sprouting, two points for Budding, and three points for Blooming. Remember, do not rely on memory, rather use your notes which reflect the most current classroom practices.
- Once you determine your level of growth, circle the one number that completely reflects your level on the scoring guide and then proceed to the next indicator.
- After scoring each item, add up the scores from each principle of design column and enter the number at the bottom of the column.

- Add the total score for each principle of design column to determine your overall level of growth.
- Sprouting level (1-73 points), Budding level (74-124 points), and Blooming level (125-147 points).

6. **Review findings**

- Conducting a ROSIE assessment is only the first step of the process toward growth. Review your observation with those people responsible for implementing changes.
- Review your assessment findings with your Internal Assessment Team, Quality Coach and Program Quality Assessor. They can celebrate the Principles of Excellence (where your program excels) with you.
- Together you can discuss areas where your team feels growth could occur (Principles for Improvement).
- Identify goals to achieve growth and include them in your Continuous Quality Improvement Plan (CQI).

Next steps

- Incorporate your Principles for Improvement into your CQI plan.
- Assure everyone has contributed ideas and ensure everyone knows the next steps to take toward improvement.
- When planning for CQI goals, look toward implementing the next level's indicators.
- Start small. Focus on one indicator at a time.
- Be patient. Do not be discouraged if your initial score falls within Sprouting or Budding. Growth takes time.
- Change what you can and accept those things that are outside of your program's ability to improve.
- Share your plan for growth (Principles for Improvement) with everyone involved on your team.
- Remember, you can continue to consult with your Program Quality Assessor even after your internal assessment is completed. The assessor has a wealth of knowledge of the scale and implementation practices to support your program in their CQI journey.