

# Child Assessments Review Process Summary

## Child Assessment Review

Child care and early education programs participating in the Parent Aware pilot may nominate instructional child assessments for review. The nomination form is online at [www.parentawareratings.org](http://www.parentawareratings.org).

The Child Assessment Review Committee assesses the nominations and provides feedback to the Minnesota Department of Human Services regarding the following requirements:

### Meets the Parent Aware definition of instructional child assessment

A systematic ongoing procedure to evaluate children's progress and plan appropriate learning experiences by:

- Observing, documenting and evaluating children's development, knowledge, skills, behaviors and accomplishments from naturalistic observations
- Evaluating the information using early childhood or pre-kindergarten expectations, developmental guidelines or other standards of comparison
- Providing communication with families, teachers and other caregivers regarding children's interests, development and learning.

### Is reasonably aligned with the Early Childhood Indicators of Progress

The Child Assessment Review Committee will only review assessments that are comprehensive of the domains in the Minnesota Early Childhood Indicators of Progress:

- Minnesota's Early Learning Guidelines for Birth to 3:  
<http://edocs.dhs.state.mn.us/lfserver/Legacy/DHS-4438-ENG>
- Early Childhood Indicators of Progress for children 3-5:  
<http://edocs.dhs.state.mn.us/lfserver/Legacy/DHS-4576-ENG>

### Meets the Parent Aware approval criteria for child assessments

The manual for the child assessment instrument must:

- State the purpose for the instrument
- Include information about the ages it is designed for (only assessments designed for children ages 0-5 are eligible).

The publisher must have materials that describe existing research, or research that is in process, to demonstrate the effectiveness of the tool. Existence of reliability and validity data is preferred. Time-limited exemptions to this requirement may be granted under special circumstances.

The child assessment must also meet most of the following criteria:

- Uses observation for collecting information
- Uses other sources, beyond observation, for collecting information (e.g. work samples, video, photos, recorded speech)
- Includes procedures for evaluating children's performance and progress
- Includes provisions for reporting to parents
- Is designed to be linked to instruction/curriculum planning
- Is reasonably consistent with the Minnesota Early Childhood Indicators of Progress

Child assessment criteria continued:

- Provides guidance for meeting the needs of children with disabilities, children from different cultures, and children learning English as a second language
- Has provisions for two-way communication with families
- Has procedures and supports for conducting the assessment, such as list of materials important to have and examples of ways to document children's learning.

### **Questions**

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