

Child Assessments Review Process Summary

This document provides a summary of the Parent Aware child assessment review process and instructions for nominating commercially available, instructional assessments to be reviewed for approval by the Child Assessment Review Committee.

Child Assessment Review Process

The Child Assessment Review Committee will determine if the assessment submitted meets the following requirements:

Meets the Parent Aware definition of instructional child assessment

A systematic on-going 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, supplemented with information from other sources
- Evaluating the information using early childhood or pre-kindergarten expectations, developmental guidelines, or other standards of comparison
- Providing two-way 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.

Links to Minnesota's Early Childhood Indicators of Progress (ECIPs):

- Early Childhood Indicators of Progress for children 0 – 3:
<http://edocs.dhs.state.mn.us/lfsrserver/Legacy/DHS-4438-ENG>
- Early Childhood Indicators of Progress for children 3 – 5:
<http://edocs.dhs.state.mn.us/lfsrserver/Legacy/DHS-4576-ENG>

Meets the Parent Aware approval criteria for instructional 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 will be eligible to be reviewed for approval).
- Provide guidance for meeting the needs of children with disabilities, children from different cultures, and children learning English as a second language

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:

- Use observation for collecting information.
- Use other sources, beyond observation, for collecting information (i.e. work samples, video, photos, recorded speech).
- Include procedures for evaluating children's performance and progress.
- Include provisions for reporting to parents
- Be designed to be linked to instruction/curriculum planning
- Be reasonably consistent with the Minnesota Early Childhood Indicators of Progress (ECIPs)
- Allow all children to be able to show what they know and are able to do and is flexible enough to accommodate children with disabilities, children from different cultures, and children learning English as a second language

Form #: QP-015

The child assessment should also:

- Have provisions for including families
- Have procedures and supports for conducting the assessment, such as list of materials important to have, examples of ways to document children's learning

Nominating child assessments for review

Child care and early education programs located within the Parent Aware Rating Tool pilot areas (St Paul, North Minneapolis, Wayzata School District, Blue Earth and Nicollet counties) may nominate instructional child assessments for review.

To nominate an instructional child assessment, complete the Form for Nominating Child Assessments for Review.

Questions

Questions regarding the child assessment review process should be directed to:

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