

Child Assessment Nomination Form and Guide

Use the Child Assessment Nomination Form to nominate child assessment tools for Parent Aware approval. The Assessment Nomination Guide, starting on page 4, defines terms and provides guidance on nominating a child assessment tool.

Instructions

Complete page 3 of this document and submit your nomination according to the information below.

Three types of child assessments are eligible for review. Below is information about each type, and what information is needed to nominate it.

Published child assessments

- These are child assessments published, marketed, and sold to others by an organization. They typically include a combination of hard copy materials and information provided on a website.
- Enter the name of the child assessment and related information, such as edition and copyright date. Provide the age group for which the assessment is designed.
- No other information is needed. The assessment review committee will obtain copies of the nominated child assessment from the publisher, review it, and let you know whether or not it was approved.

Self-designed child assessments

- These are child assessments written by an early educator who works for the child care and early education program where the child assessment is used and is not available for sale to others. They may include a combination of hard copy materials and information provided on a website or completely provided online.
- Enter the name of the child assessment. Many self-designed child assessments are named after the program that designed them. Because self-designed assessments are not published, they typically do not include information such as edition and copyright date. Therefore, those spaces in the nomination form may be left blank. Provide the age group for which the tool is designed.
- Provide a copy of the self-designed child assessment and all supporting materials (e.g., manuals, training materials, procedures, protocols, assessment forms). They can be provided in hard copy, as attachments to an email, or as a link to a website or online application.

Bundled child assessments

- These are either a set of domain-specific child assessments that together form an assessment that is comprehensive of the domains in the Minnesota Early Childhood Indicators of Progress, or they are a combination of published and self-designed materials. Sometimes they are made up of a published assessment that does not meet enough criteria to be approved on its own. The program that wishes to use the assessment may develop guidance that fills the gaps the published assessment did not include, allowing the assessment to become approved as a bundle.

- For the published parts of the bundle, follow the directions for “published assessments.” For the self-designed parts, follow the directions for “self-designed assessments.”

How to submit your child assessment nomination

By mail

To submit your nomination via mail, put a hard copy of your completed nomination form and a copy of the assessment and related materials (examples of assessment materials include: assessment guides, instructions for conducting the assessment, observation guides, manuals, assessment forms, assessment reports, training manual, and training materials) into an envelope addressed to:

Child Care Aware of Minnesota
Attn: Quality Improvement Team
10 River Park Plaza, Suite 820
St. Paul, MN 55107

By email

To submit your nomination via email, scan or take a picture of your completed nomination form and attach it, along with a copy of your child assessment and related materials (examples of assessment materials include: assessment guides, instructions for conducting the assessment, observation guides, manuals, assessment forms, assessment reports, training manual, and training materials), to an email addressed to the Parent Aware Quality Improvement Team, using the following email address:

qualityimprovementinfo@childcareawaremn.org

What You Can Expect

Child assessment nominations are processed in the order they are received. Before full reviews of nominations are conducted, assessments are screened. The screening process helps ensure that the assessments include the required information and allow for any necessary revisions or submission of additional documentation before the full review. Your program will be notified if the nomination has not passed screening. Final decisions will be sent to the nominating program in approximately eight weeks.

Questions

If you need information or technical assistance regarding the Parent Aware child assessment review process, please contact the Quality Improvement team at Child Care Aware of Minnesota at:

qualityimprovementinfo@childcareawaremn.org

Child Assessment Nomination Form

Contact information for the program nominating the child assessment (please complete all fields):

Program Name:

Program Contact Name:

License or School District Number:

County:

Email:

Phone Number:

Age Groups Served:

Type of assessment nominated (fill in or check the circle next to the assessment's type, below):

- Self-designed
- Published
- Bundle of assessments

Notes:

Is there something unique about your assessment or bundle of assessments? Add a note here to explain how it works:

Child Assessment Information

Enter the following information about the assessment(s) you wish to nominate. If your nomination includes more than two published assessments, additional pages may be attached.

Title:

Edition:

Author(s):

Publisher:

Copyright Year:

Website Address:

Ages designed for: infant/toddler or preschool/pre-k

Title:

Edition:

Author(s):

Publisher:

Copyright Year:

Website Address:

Ages designed for: infant/toddler or preschool/pre-k

Child Assessment Nomination Guide

This is a guide for nominating child assessment(s) for Parent Aware review and approval.

The guide covers:

- Who is eligible to submit an assessment for review
- Types of child assessment eligible for review
- What will be reviewed
- Review process and definitions
- Required criteria used for reviewing and approving child assessments for Parent Aware
- Other things to consider when developing or choosing assessments
- How to submit an assessment for review

Who is eligible to submit child assessments?

Child care and early education programs participating in Parent Aware are invited to nominate child assessments for review.

What types of child assessments are eligible?

Three types of assessment tools are eligible for review:

- Comprehensive, published child assessments
- Comprehensive, site-designed child assessments
- A bundle of child assessments

What will be reviewed?

The Parent Aware Assessment Review Team reviews assessment materials developed for early educators to use in early care and education settings.

Examples of materials that are reviewed include: assessment guides, instructions for conducting the assessment, observation guides, manuals, assessment forms, assessment reports, training manual, training materials, and research on technical adequacy.

Review process and definition of a Parent Aware Assessment

Nominated child assessments will first be screened to determine if they meet the Parent Aware definition of an instructional child assessment.

The **definition of “child assessment”** is:

An ongoing process of gathering evidence of a child’s development and learning and using it to inform decisions about children’s learning experiences and instruction.

If the nominated assessment(s) are found to meet the definition of a “child assessment,” they will be reviewed to determine if they meet the required criteria. Other things to consider when developing child assessments are provided at the end of this guide. These items are recommended but not required and will not be reviewed.

Required Criteria

1. The assessment must meet the Parent Aware definition of assessment.

**If the assessment does not meet the Parent Aware Definition of assessment, the review process will not proceed.*

- The assessment includes a way to collect child-level data.
- The assessment can be administered in an ongoing fashion and at least two times per year.
- The assessment informs a child's progress (growth and development) over time.
- The assessment results can be used by early educators to assist in planning instruction and learning at the individual and group levels.
- The assessment is designed to be used with all the children in the program.
- The assessment data can be used to help inform and guide conversations with caregivers.

2. States the purpose for the instrument/the type of assessment (e.g., progress monitoring, formative, developmental, criterion-referenced).

** If the purpose of the assessment is to provide screening or evaluation for diagnosis of a special need, the review process will not proceed.*

- The submitted materials must include the purpose/type of assessment.
- The purpose of the assessment must be articulated and clear.

3. Describes the format for data collection (e.g., observation, observation with rating, rating alone, portfolio, direct child assessment)

** A portion of child assessment data **must** be collected using authentic observational techniques (e.g., observation in a natural environment). The assessment may also include one or more other sources for collecting information (e.g., work samples, video, photos, recorded speech) to inform child development and adult-child interaction.*

- The submitted materials include the format for data collection.
- The assessment, or bundle of assessments, includes authentic observation.
- The assessment may include more than one source of assessment data to inform assessment results.

4. Designed for children from birth through age 5.

** Only assessments designed for children in the age range of birth through age five will be reviewed; assessments for children older than age five will not be reviewed. The instrument **must** be aligned with the ages of the population in the nominating program.*

- The assessment assesses children between birth and age five. *Note: The assessment may be designed for all children in the program from birth through age five or for different age groups (e.g., Infant, Toddler, Preschool, and preK).*

5. Describes consistent, structured, and clear procedures for completing the assessment (e.g., guidelines for administering and how to score items).

- The assessment includes written instructions to support consistent completion by early educators.
- The assessment has procedures for completion. The procedure includes:
 - Instructions for completing the assessment process
 - Guidance for scoring (e.g., what should the early educator look for when scoring an item?)
 - A process for scoring, with scores that demonstrate a progression of learning

6. Describes the domains measured and is aligned with the Minnesota Early Childhood Indicators of Progress (ECIPs).

**The review team will look for alignment with the ECIPs.*

- There is alignment between the items in the assessment and the ECIPs. Exact alignment is not required. The items in the assessment will be reviewed to see if there are some items for each of the required domains.
- The required domains are identified. The domains may be called something slightly different or be combined with other domains, but must align to the ECIPs.
- Assessments that address one primary domain may be submitted as part of a bundle, but will not be approved as a stand-alone assessment.
- If assessments are bundled, the assessments together must cover all the required domains.

Required ECIP domains:

- Language, Literacy, and Communications
- Mathematics
- Scientific Thinking and Exploring
- Physical and Movement Development
- Social and Emotional Development

Optional ECIP domains:

- Approaches to Learning
- The Arts
- Social Systems

7. Includes provisions for reporting results to parents

- The assessment has a way to share results with families (e.g., the assessment is shared with families, or the results are summarized in a format to be shared with families).
- If there is a summary for families, it must be clear and understandable.
- Guidance is included on how results/scores can be explained and described.

8. Is designed to inform instruction and curriculum planning.

- The data collected is used for instructional planning.
- There is guidance about how early educators use assessment results to individualize instruction based on what they learn about children's skills and abilities through the assessment process.

Other things to consider when developing or choosing child assessments

The following information is provided to encourage early education and care programs to consider critical characteristics of child assessment when developing a site-designed assessment or selecting a published one.

None of the following items is reviewed as part of the Parent Aware review process, and programs are not required to provide evidence that their assessment includes these items.

Provides guidance for meeting the needs of all children in the program, including children with disabilities, children from different cultures, and children learning English as a dual language.

- The assessment utilizes universal design components. Examples of universal design components include:
 - Inclusive assessment population
 - Precisely defined constructs
 - Accessible, non-biased items
 - Amenable to accommodations
 - Simple, clear, and intuitive instructions
 - Maximum readability
- The assessment provides guidance for providers and teachers about how to incorporate information from assessments into instructional planning for individual children with varying abilities.
- The children and families' backgrounds are represented and respected in assessment materials (e.g., items, administration/completion language). If not, there is guidance for helping providers and teachers modify materials.
- There are specific suggestions about how to adapt materials to serve children learning English as a dual language.

The assessment describes existing research or research in progress to demonstrate the effectiveness of the assessment. Evidence of reliability and validity of the data should be provided in accordance with national guidelines and best practices.

What are the reported coefficients for validity?

- Criterion validity determines whether the assessment measures what it is intended to measure and examines the relationship between the assessment and another meaningful measure of the construct.
- Content validity determines the extent to which items sample relevant domains.
- Predictive validity determines the extent to which the assessment predicts later outcomes of interest (e.g., reading, school success).

What are the reported coefficients for reliability?

- Reliability examines the stability of the scores generated by the assessment.
 - Alternate forms (likeness of versions)
 - Internal consistency (commonality of items)
 - Test-retest (consistency of scores over time)
 - Inter-rater (consistency of scores across raters)

Other considerations when developing or choosing a child assessment

- How much time does the assessment take to administer?
- How easy/difficult is it to complete the assessment?
- Cost? (Is it free, relatively inexpensive, or costly?)
- Does the assessment help early educators individualize instruction based on what early educators learn about children's interests through the assessment process?