Child Assessment Nomination Form & Guide

Use the Child Assessment Nomination Form to nominate child assessment tools for Parent Aware approval. For definition of terms and guidance on nominating a child assessment tool, see the Assessment Tool Nomination Guide starting on page three.

Instructions

Complete page two of this document and submit your nomination according to the information in the tables below.

Published child assessment tools	Self-designed child assessment tools
Enter the name of the child assessment tool and related information, such as edition and copyright date. Provide the age group with which the tool is designed to be used. No other information is needed. The assessment review committee will obtain copies of the nominated child assessment tool from the publisher, will review it for approval, and will let you know whether or not it was approved.	Enter the name of the child assessment tool. Because site-designed assessment tools are not published, they will not include information such as edition and copyright date, and therefore those spaces in the nomination form should be left blank. Provide the age group with which the tool is designed to be used. Provide a copy of the self-designed child assessment and all supporting materials (e.g., manuals, training materials, procedures, protocols). They can be provided in hard copy or as attachments to an email.
Bundled child assessment tools	
Often, bundled child assessments are a combination of published and self-designed materials. For the published parts of the bundle, follow the directions for "published assessments" above. For the self-designed parts, follow the directions for "self-designed assessments" to the right.	

Submit your child assessment nomination via mail or email to:

By mail	By email
To submit your nomination via mail, put a hard copy into an envelope addressed to: Child Care Aware of MN Attn: Quality Improvement Team 10 River Park Plaza, Suite 820 St. Paul, MN 55107	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 tool, 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 in which they are received. Before full reviews of nominations are conducted, assessments are screened. The screening process helps to ensure that the assessments include the required information and allow for any necessary revisions or the 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 8 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 program nominating the child assessment (please complete all fields):

Program Name:	
Program Contact Name:	
License or School District Number:	
County:	
Email:	
Phone Number:	
Parent Aware Pathway (Full-Rating or Accelerated):	
If Full-Rating, Parent Aware Cohort:	

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 tool:
Enter the following information about the tools you wish to nominate. If you wish to nominate more than three tools, 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 Tool Nomination Guide

This is a guide for submitting child assessment tool(s) for Parent Aware Rating Tool review and approval.

The guide provides:
- Who is eligible to submit child assessment tools for review
- Types of child assessment tools eligible for review
- How to submit child assessment tools for review
- Criteria used for reviewing and approving child assessments for the Parent Aware program

Who is eligible to submit child assessments?
Child care/early learning programs participating in Parent Aware are invited to nominate child assessments for review.

What types of child assessments are eligible?
Child care/early learning programs participating in Parent Aware are invited to nominate instructional child assessments for Parent Aware approval.

Three types of assessment tools are eligible for review:
- Comprehensive, published child assessment tools
- Comprehensive, site-designed child assessment tools
- A bundle of child assessment tools. These include multiple tools that, when reviewed together, are comprehensive of the domains in the Early Childhood Indicators of Progress. A bundle can include both published and self-designed child assessment tools and is typically a combination of both.

What will be reviewed?
The Parent Aware Assessment Review Team reviews assessment materials developed for providers and teachers 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
Nominated child assessments will first be reviewed to determine if they meet the Parent Aware definition of an instructional child assessment. The **definition of "instructional child assessment" is**:

> *A systematic, ongoing procedure to assess every participating child's developmental progress and to plan appropriate learning experiences and instruction.*

If the nominated assessment(s) are found to meet the definition of "instructional 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 are not required and will not be reviewed.

Required Criteria

Criteria	Guidelines
The assessment **must** meet the Parent Aware definition of assessment. Definition: A systematic, ongoing procedure to assess every participating child's developmental progress and to plan appropriate learning experiences and instruction	If the assessment does not meet this criterion, the review process will not proceed. Does the assessment provide child-level data? Can the assessment be administered in an ongoing fashion, and at least two times per year? Does the assessment inform a child's progress (growth and development) over time? Do assessment results assist in planning instruction and learning at the individual and group levels? Is the assessment designed to be used with all of the children in the program?
States the purpose for the instrument/the type of assessment (e.g., progress monitoring, formative, developmental, criterion-referenced)	If the purpose of the tool is to provide screening or evaluation for diagnosis of a special need, the review process will not proceed. Do the submitted materials include the purpose/type of assessment? To what extent is the purpose of the assessment articulated and clear?
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 natural environments). The tool should 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. Do the submitted materials include the format for data collection? Does the assessment, or bundle of assessments, include authentic observation? Does the assessment include more than one source of information to inform assessment results?
Is designed for children ages five or younger	Only assessments designed for children in the age range of birth to age five will be reviewed; tools 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. To what extent does the tool assess children between birth and age five?

Describes uniform, consistent, structured, and clear procedures for completing the tool (e.g., guidelines for administering or rating items, and scoring)	Does the assessment tool include written instructions to support consistent completion across providers and teachers? Does the assessment tool have uniform materials? Uniform materials include: • Standard instructions • Uniform administration procedures • Uniform scoring and score interpretation
Describes the domains and subdomains measured and is reasonably consistent with the Minnesota Early Childhood Indicators of Progress The review will look for consistency with the Minnesota Early Childhood Indicators of Progress. The assessment must include items in all of the following domains: • Cognitive • Language, Literacy, and Communications • Physical and Movement • Social and Emotional Optional domains: • Approaches to Learning • The Arts	There is reasonable consistency between the assessment and required domains and indicators included in Minnesota's Early Childhood Indicators of Progress (ECIP). Are the required domains identified and supported? If assessments are bundled, do the tools together incorporate the required domains? Assessments that address one primary domain may be submitted as part of a bundle but will not be approved as a stand-alone assessment. The domains may be called something slightly different or be combined with other domains. The review will look for "reasonable consistency" with all or most of these domains.

Includes provisions for reporting results to parents	The assessment results are summarized in a report designed to be shared with parents. Are assessment results summarized or presented in a report format? Are there instructions included in the assessment on how results/scores are explained and described?
Is designed to inform instruction and curriculum planning	The assessment should be designed for instructional planning. Assessment tools designed for special needs evaluation or screening are not eligible to be reviewed. Are the data collected appropriate to be used for instructional planning? Is there guidance about how providers and teachers should follow/adapt assessment results instructionally to children's interests and ability levels? Is there guidance on how to use assessment results to plan meaningful instruction?

Other things to consider when developing or choosing child assessment tools

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

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

Describes existing research, or research in progress, to demonstrate the effectiveness of the tool
 	
Evidence of reliability and validity data should be provided in accordance with national guidelines and best practices.
	What are reported coefficients for validity?
	• Criterion validity determines if the tool measures what it intended to measure. Criterion validity examines the relationship between the tool and another meaningful measure of construct.
	• Content validity determines the extent to which items sample relevant domains.
	• Predictive validity determines the extent to which the tool predicts later outcomes of interest (e.g., reading, school success).
	What are reported coefficients for reliability?
	• Reliability examines the stability of the scores generated by the tool.
	    o Alternate forms (likeness of versions)
	    o Internal consistency (commonality of items)
	    o Test-retest (consistency of scores over time)
	    o Inter-rater (consistency of scores across raters)

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 dual language	Does the assessment utilize 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 Does the assessment provide guidance for providers and teachers about how to incorporate information from assessments into instructional planning for individual children with varying abilities? Are children and family' backgrounds represented and respected in assessment materials (e.g., items, administration/completion language)? If not, is there guidance for helping providers and teachers modify materials? Are there specific suggestions about how to adapt materials to serve children learning English as dual language?

References

American Educational Research Association (AERA), American Psychological Association (APA), and National Council on Measurement in Education (NCME) (1999). *Standards for educational and psychological testing*. Washington, DC: AERA.

Copple, C., & Bredekamp, S. (2006). *Basics of developmentally appropriate practice: An introduction for teachers of children 3 to 6*. National Association for the Education of Young Children.

McLean, M., Bailey, D. & Wolery, M. (Eds.), (2004). *Assessing infants and preschoolers with special needs* (4th ed.). Columbus, OH: Merrill.

National Association for the Education of Young Children (2003). *Early childhood curriculum, assessment, and program evaluation*. A position statement of the National Association for the Education of Young Children. Retrieved September 24, 2012, from http://www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf.

Minnesota Department of Human Services. (2007). *Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to 3*. Link to the standards: http://edocs.dhs.state.mn.us/lfserver/Legacy/DHS-4438-ENG.

Minnesota Department of Education. (2005). *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards*. These standards are for children ages 3-5. Link to the standards: http://edocs.dhs.state.mn.us/lfserver/Legacy/DHS-4576-ENG.