

# Strong Beginnings

## Quick Start Guide Section 11: Child Assessment

| What is the same?  | What is new or different?   |
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| Assessment philosophy and practices are generally the same.  | Data from children in Strong Beginnings should be aggregated at the classroom, program and ISD level separately from GSRP data.   |
| Policies that govern developmental screening are mostly the same.  | All developmental screeners approved for use in GSRP are also approved for Strong Beginnings.   |
| N/A  | Children who were enrolled in Strong Beginnings need to be screened upon entry to GSRP.   |
| N/A  | Efforts should be made to use the same screening instrument in Strong Beginnings and GSRP classrooms that typically enroll those students.  |
| N/A  | Family Liaisons may be involved in the screening process and sharing information with families.   |
| N/A  | Family Liaisons should share parents' concerns about their child's development with teaching staff.   |
| Policies that govern ongoing child assessment are mostly the same.   | Aggregated Strong Beginnings child assessment data should be shared with GSRP data committees if they are not joint committees. This can provide important information to the program for four-year-old children. |
| Authentic assessment is used to set the stage for intentional teaching in high-quality preschool classrooms. | Supplemental child assessment is not allowed in Strong Beginnings classrooms. Assessments conducted by the MSU Research Team are not included in this prohibition.  |
| N/A  | Strong Beginnings and GSRP classrooms typically providing a two year enrollment sequence for  |

| <b>What is the same?</b> | <b>What is new or different?</b>               |
|--------------------------|--|
|                          | children should use the same child assessment. |