

Program: _____

Child Assessment Summary Form

**Programs applying for 1 Star are not required to complete this document.*

Date form completed: _____

Person completing form: _____

Ages served by program: Infants Preschool
 Toddlers School-age

Presently seeking BrightStars Rating and/or CECE Approval: 1 Star* 2 Star 3 Star 4 Star 5 Star CECE Approval

Child Assessment Summary Forms allow programs to articulate the degree to which they employ policies and practices expected of high quality early childhood education programs. Expectations include connecting families with developmental screenings and gathering information about children in a manner that is systematic (includes all children served) and routine (ongoing) in order to provide individualized learning experiences.

BrightStars Application Submission

- Level 1: The Child Assessment Summary Form is not required.
- Levels 2-3: Submit cover page and page 2 of the Child Assessment Summary Form + supporting evidence
- Levels 4-5: Submit the complete Child Assessment Summary Form + supporting evidence + *Child Assessment Outline* describing the program's progress toward developing a child assessment plan. The Child Assessment Outline is developed by Education Coordinators as part of RIELDS/RIELS course work (Implementing a Standards Based Program and RIELS Level III). The Outline should be updated to reflect the current program, integrate the 2013 RIELDS, and be in active use. If available, a comprehensive Child Assessment Plan should be submitted in place of an outline.



BrightStars Application Review

- Levels 2-3: Evidence is reviewed as part of the standard application review process.
- Levels 4-5: Four child files are randomly selected from each classroom receiving an ERS observation; minimum of 75% of child files selected must contain evidence of the minimum number of child assessment methods indicated on the Child Assessment Summary Form. In addition, the Child Assessment Outline is checked to ensure it meets content requirements, and is updated and aligned to the RIELDS.

RIDE Comprehensive Early Childhood Education Program Standards

All CECE programs are expected to meet requirements of a 5 Star BrightStars program. In addition, CECE approved programs have and use a written plan that describes a comprehensive child assessment system aligned with the 2013 RIELDS and/or Common Core State Standards. CECE programs collect assessment data using multiple sources and methods.



CECE Application Submission – Child Assessment Summary Form + fully developed Child Assessment Plan (CECE Standards 7.1 -7.8). Complete a separate Child Assessment form (pages 3-5) for each applicant classroom.

CECE Application Review - During an unannounced site-visit a RIDE representative will review screening and assessment documentation using the Child Assessment Plan and the Child Assessment Summary Form as references.

Program: _____

Developmental Screenings This page must be completed by all programs applying for Star Levels 2-5 or CECE approval.

	Communication tool(s) we use (attach evidence)	When we provide families with information	5-Star and CECE only: How we collaborate with the screening process, including Child Outreach	For RIDE & Bright Stars Use Only
<input type="checkbox"/> We provide all families with general information about the importance of developmental screening available through health care settings, or Early Intervention and Child Outreach. <input type="checkbox"/> We provide families with specific information about providers, dates, times and locations for upcoming screening opportunities. <input type="checkbox"/> Other:	<input type="checkbox"/> Letter <input type="checkbox"/> Flyer <input type="checkbox"/> Newsletter <input type="checkbox"/> Brochure <input type="checkbox"/> Email <input type="checkbox"/> Directory of resources <input type="checkbox"/> Excerpt from Family Handbook <input type="checkbox"/> Other Ensure that evidence: <ul style="list-style-type: none"> • Includes information relevant to all age groups served by the program • Was provided to all families • Is dated within the last 12 months. • Provided specific dates, times and locations 	<input type="checkbox"/> At enrollment <input type="checkbox"/> Within the first (time period) _____ <input type="checkbox"/> Prior to available screening opportunities <input type="checkbox"/> Annually <input type="checkbox"/> Other:	<input type="checkbox"/> We partner with Child Outreach to offer screening on-site. Date of last on-site screening: _____ <input type="checkbox"/> We help Child Outreach distribute and collect parent consents/screening materials. <input type="checkbox"/> We follow up with families of children that might require re-screening or referrals. <input type="checkbox"/> We help families understand screening results and next steps. <input type="checkbox"/> Other <i>describe</i> : <div style="background-color: #cccccc; padding: 2px;">CECE only - Evidence of collaboration</div> Child Outreach Screening Results - Individual child, program summary, and/or parent reports <u>will be reviewed on-site</u> .	

Program: _____

Child Assessment Pages 3-5 must be completed by programs applying for Star Levels 4 and 5 and CECE approval (not required for Levels 2-3).

Please provide information for all assessment methods used.

Assessment method we use (check all that apply)	Children assessed using this method	When children are assessed using this method	What we do with the data that we collect with this method (check all that apply)	How teachers use assessment information gathered with this method to inform individualized instruction @	For RIDE & Bright Stars Use Only
<input type="checkbox"/> Family Survey focused on family's understanding of their child's knowledge and skills in the RIELDS domains and learning goals. <i>Source: Family</i>	<input type="checkbox"/> We use this method with all children <input type="checkbox"/> We use this method with some children (describe):	<input type="checkbox"/> At enrollment <input type="checkbox"/> Within the first <input type="checkbox"/> At ages: <input type="checkbox"/> At exit <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Other	<input type="checkbox"/> Inform curriculum planning <i>Required at -4 & -5 Star Level</i> <input type="checkbox"/> Inform individualized instruction <i>Required at -5 Star Level</i> <input type="checkbox"/> Provide families with progress reports <input type="checkbox"/> Identify services to support children <input type="checkbox"/> Inform IFSPs / IEPs <input type="checkbox"/> Public school transition <input type="checkbox"/> Inform program planning <input type="checkbox"/> Inform program professional development planning Other :	<p>Recent example of data collection using a family survey:</p> Date this method was used: Specific data point collected using this method: What this data told us: Learning experience occurring before analyzing this data: Changes made as a result of the data:	
<input type="checkbox"/> Observation and Documentation – Written Anecdotes and Narratives completed by teachers. <i>Source: Teacher</i>	<input type="checkbox"/> We use this method with all children <input type="checkbox"/> We use this method with some children (describe, include age ranges, classrooms):	<input type="checkbox"/> At enrollment <input type="checkbox"/> Within the first <input type="checkbox"/> At ages: <input type="checkbox"/> At exit <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Other	<input type="checkbox"/> Inform curriculum planning <input type="checkbox"/> Inform individualized instruction <input type="checkbox"/> Provide families with progress reports <input type="checkbox"/> Identify services to support children <input type="checkbox"/> Inform IFSPs / IEPs <input type="checkbox"/> Public school transition <input type="checkbox"/> Inform program planning <input type="checkbox"/> Inform program professional development planning Other :	<p>Recent example of data collection using written anecdotes and narratives:</p> Date this method was used: Specific data point collected using this method: What this data told us: Learning experience occurring before analyzing this data: Changes made as a result of the data:	

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<input type="checkbox"/> Observation and Documentation – <u>Children’s Work Sampling.</u> <i>Source: Teacher</i>	<input type="checkbox"/> We use this method with all children <input type="checkbox"/> We use this method with some children (describe): _____	<input type="checkbox"/> At enrollment <input type="checkbox"/> Within the first _____ <input type="checkbox"/> At ages: _____ <input type="checkbox"/> At exit <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Other _____	<input type="checkbox"/> Inform curriculum planning <input type="checkbox"/> Inform individualized instruction <input type="checkbox"/> Provide families with progress reports <input type="checkbox"/> Identify services to support children <input type="checkbox"/> Inform IFSPs / IEPs <input type="checkbox"/> Public school transition <input type="checkbox"/> Inform program planning <input type="checkbox"/> Inform program professional development planning Other: _____	<p>Recent example of data collection using children’s work sampling: Date this method was used: Specific data point collected using this method: What this data told us: Learning experience occurring before analyzing this data: Changes made as a result of the data:</p>	
<input type="checkbox"/> <u>Assessment Information from Specialists</u> including summary narratives <i>Source: Specialist</i>	<input type="checkbox"/> We use this method with all children <input type="checkbox"/> We use this method with some children (describe, include age ranges, classrooms): _____	<input type="checkbox"/> At enrollment <input type="checkbox"/> Within the first _____ <input type="checkbox"/> At ages: _____ <input type="checkbox"/> At exit <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Other _____	<input type="checkbox"/> Inform curriculum planning <input type="checkbox"/> Inform individualized instruction <input type="checkbox"/> Provide families with progress reports <input type="checkbox"/> Identify services to support children <input type="checkbox"/> Inform IFSPs / IEPs <input type="checkbox"/> Public school transition <input type="checkbox"/> Inform program planning <input type="checkbox"/> Inform program professional development planning Other : _____	<p>Recent example of data collection using assessment information from specialists: Date this method was used: Specific data point collected using this method: What this data told us: Learning experience occurring before analyzing this data: Changes made as a result of the data:</p>	
<input type="checkbox"/> <u>Checklists Aligned to the RIELDS</u> and related to current development. <i>Source:</i> <input type="checkbox"/> <i>Teacher</i> <i>source:</i> <input type="checkbox"/> <i>Families</i>	<input type="checkbox"/> We use this method with all children <input type="checkbox"/> We use this method with some children (describe): _____	<input type="checkbox"/> At enrollment <input type="checkbox"/> Within the first _____ <input type="checkbox"/> At ages: _____ <input type="checkbox"/> At exit <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Other _____	<input type="checkbox"/> Inform curriculum planning <input type="checkbox"/> Inform individualized instruction <input type="checkbox"/> Provide families with progress reports <input type="checkbox"/> Identify services to support children <input type="checkbox"/> Inform IFSPs / IEPs <input type="checkbox"/> Public school transition <input type="checkbox"/> Inform program planning <input type="checkbox"/> Inform program professional development planning Other : _____	<p>Provide a recent example of data collection using checklists aligned to the RIELDS: Date this method was used: Specific data point collected using this method: What this data told us: Learning experience occurring before analyzing this data: Changes made as a result of the data:</p>	

Program: _____

<input type="checkbox"/> Other assessment data – documentation of children’s progress and/or development in relation to the RIELDS (describe):	<input type="checkbox"/> We use this method with all children <input type="checkbox"/> We use this method with some children (describe, include age ranges, classrooms):	<input type="checkbox"/> At enrollment <input type="checkbox"/> Within the first _____ <input type="checkbox"/> At ages: _____ <input type="checkbox"/> At exit <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Other	<input type="checkbox"/> Inform curriculum planning <input type="checkbox"/> Inform individualized instruction <input type="checkbox"/> Provide families with progress reports <input type="checkbox"/> Identify services to support children <input type="checkbox"/> Inform IFSPs / IEPs <input type="checkbox"/> Public school transition <input type="checkbox"/> Inform program planning <input type="checkbox"/> Inform program professional development planning Other :	<p>Provide a recent example of data collection using other assessment data: Date this method was used: Specific data point collected using this method: What this data told us: Learning experience occurring before analyzing this data: Changes made as a result of the data:</p>	
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Level 4-5 – Attach updated Child Assessment Outline (initially drafted in RIELDS/RIELS III) or a comprehensive Child Assessment Plan.

Date updated:

Written for current program: yes no

Aligned to the RIELDS: yes no

Level 5 – Select Valid & Reliable Assessment Tool

Evidence will be reviewed on site.

- Teaching Strategies Gold
- High Scope’s Core
- Work Sampling System
- Early Learning Scale
- Other: