

Strong Beginnings

QuickStart Guide Section 10: Child Assessment

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.
- Children who were enrolled in Strong Beginnings need to be screened upon entry to GSRP.
- Efforts should be made to use the same screening instrument for Strong Beginnings as is used in the GSRP classrooms that will enroll Strong Beginnings students the following year.

Family Liaisons may be involved in the screening process and share information with families.

- 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 GSRP 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.
- Strong Beginnings and GSRP classrooms typically providing a two-year enrollment sequence should plan to use the same child assessment both years.