

THE NATIONAL ACADEMIES

Advisers to the Nation on Science, Engineering, and Medicine

Forum on Developmental Outcomes and Assessments for Young Children

**National Academy of Sciences Building
Lecture Room
2100 C Street, NW
Washington, DC 20418
July 6, 2007**

The National Research Council, through a collaboration between the Board on Children, Youth, and Families and the Board on Testing and Assessment, has organized an ad hoc committee to review research on developmental outcomes and assessment processes for young children (ages 0-5). The committee will focus on two key topics in conducting the study and preparing its report: (1) the identification of key developmental outcomes associated with children ages 0-5 that should be the focus of early childhood programming, and (2) the identification of state-of-the-art techniques and instruments for developmental assessments, including examination of areas where current assessment tools are inadequate. It is anticipated that the study will inform the development and implementation of future testing instruments for children enrolled in Head Start programs and other early childhood interventions, as well as guiding training needs for staff involved in administering and interpreting various assessments. Explicit attention will be given in the study to identification of children with various disabilities as well as assessments of children from minority cultures and those whose home language is not English.

The Committee on Developmental Outcomes and Assessments for Young Children is holding a public forum to obtain information from stakeholders to inform its work. The forum will be held on Friday, July 6 from 1:00 pm-5:00 pm in the Lecture Room at the National Academy of Sciences Building located at 2100 C Street, NW Washington, DC.

Stakeholders have been invited to address the committee and provide written responses to the following general questions:

- (1) What are the most important philosophical issues in assessing the development of children from birth to five years old?
- (2) What developmental outcomes, domains, or functions are appropriate for assessment, and why?
- (3) What are the most important considerations or criteria to use in designing or selecting assessment instruments for young children?
- (4) What are the major issues for implementing assessment of young children?
- (5) What are the special concerns affecting the assessment of children from special populations (children with disabilities/delays, English language learners, children from minority cultures, etc.)?

The forum will consist of an afternoon of presentations by representatives of stakeholder groups, followed by a period for guest comments.

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Committee on Developmental Outcomes and Assessments for Young Children

Catherine Snow, Chair, Harvard University

Margaret Burchinal, University of North Carolina at Chapel Hill

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Mark R. Wilson, University of California, Berkeley

Martha Zaslow, Child Trends