**Lesson 1: Introduction**

**Authentic Child Assessment Practices- Script**

*Slide* 1:

*Narrator:* Welcome to lesson 1 of the ECPC authentic child assessment practices e-learning series. In this lesson, we introduce you to the characteristics and benefits of using authentic child assessment practices to gather information about a child’s participation and learning in everyday activities.

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*Narrator:* Authentic child assessment involves the purposeful gathering of information about the everyday activities in which a child participates, child’s strengths and interests expressed in the activities, the child learning opportunities available in the activities, and the adult behavior that support and encourage child learning in the activities.

*Slide* 3:

*Narrator:* Authentic assessment provides parents and practitioners information about how a child functions in his or her everyday activities and routines. The information can be used to select everyday learning activities, promote child participation in the activities, increase child learning opportunities, and support and encourage child learning in the activities.

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*Narrator:* Let’s look at a few important features of authentic child assessment. First, authentic assessment is done in the context of everyday family, community, and early childhood classroom activities. Observing child behavior in a variety of activities provides information about how different activities are associated with different child behavior and about those activities that are likely to sustain child engagement and participation.

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*Narrator:* Authentic assessment uses multiple sources of information to learn about child behavior, interests, and everyday activities. A primary source of information is direct observation of child participation in everyday activities, noting both what and how behavior is used in a child’s interactions with materials and people. Other important sources of information are conversations with caregivers who know the child well and the collection of materials that represent the child’s abilities.

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*Narrator:* Because authentic assessment happens as part of everyday activities, it can be done on an ongoing basis. Changes in a child’s abilities and interests can be identified over time, allowing for modifications in activities and learning opportunities when needed.

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*Narrator:* What outcomes for children can be expected when adults used authentic assessment information? Children are engaged in more everyday activities and participate in many different learning opportunities in those activities. We can expect that children will develop and use new behavior as part of their participation in the activities.

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*Narrator:* Jane, an early interventionist, had been making home visits with Matt, and his daughter Kaleigh, for several weeks. Together Jane and Matt had observed how Kaleigh had participated in many different activities.

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*Narrator:* Jane also talked with Matt about other activities that were part of their family and community life. They explored the different activities, materials, and people Kaleigh enjoyed and preferred.

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*Narrator:* They discovered that Kaleigh was especially interested in and fond of animals, and activities involving animals. She already spent time playing with the dog, playing with toy farm animals, finding bugs in the green house and looking at books about animals. Jane and Matt examined how each activity gave Kaleigh opportunities to do lots of different things.

*Slide* 11:

*Narrator:* When playing with her dog, Kaleigh walked besides him, felt his fur, gave him biscuits, and tried to say his name.

*Slide* 12:

*Narrator:* Jane and Matt used the information to plan how Matt could engage Kaleigh in other activities with other animals, like visiting their neighbors’ farm. They discussed how Matt could interact with Kaleigh in the activities to help her do new things, such as feeding the chickens.

*Slide* 13:

*Narrator:* As a final step in this lesson, get more insights into the characteristics and benefits of authentic child assessment practices by watching the video what is authentic assessment from Colorado results matter.

*Youtube Video embedded in slide 13:*

*Narrator:* Authentic assessment provides ongoing information about a child’s progress to help parents and practitioners work together to support the child’s learning and participation.

*Teacher 1:* Well, I believe that assessment is not a one-shot deal, not a one-time thing, its something that’s going on all day long and just a part of our everyday curriculum. The information I gather at one assessment point guides my work with each child.

*Speech Language Pathologist:* Ongoing assessment helps me describe a child’s progress and in turn helps me become a more effective communicator with families and allows us to celebrate a child’s achievements together.

*Teacher 2:* Authentic assessment is about the whole child. It looks at all aspects of growth and development.

*Teacher 1:* An assessment system helps me make sure that I’m observing children in all areas of their development. I observe the kids in all their activities and interactions so I can understand how each area of development influences another.

*Speech Language Pathologist:* Authentic assessment is naturalistic, we observe children in their daily routine, their typical routines and activities with familiar people.

*Teacher 1:* By observing the children in their typical routine and their play activities, I learn how I can tailor the curriculum to best fit each child’s needs.

*Parent 1:* In order to get to know Emily you would have to observe her in different settings on different days and observations by different people who are important in her life, and then all that information coming together.

*Teacher 1:* By combining the information from different sources, we develop a complete valid and useful picture of the child.

*Parent 2:* I really like that the teacher tells me what she’s doing throughout the day. For example, her pictures, and new songs and the things that she’s learning.

*Teacher 3*: Well as a family childcare provider, ongoing assessments help me in a lot of ways. Helps me to plan curriculum and our classroom environment, indoor as well as outdoor.

*Parent 1:* I like that her teacher shows us her progress through her work. This information gives us ideas of how we can make learning opportunities for our daughter at home.

*Speech Language Pathologist:* The assessment provides me with ongoing information about how the child is doing and the progress that they are making, and it helps me to work together with families to come up with strategies to help a child learn.

*Parent 3:* Assessment information lets me know how my child is developing, what I can expect next, and gives me information that I can use every day to help my child meet those goals.

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*Narrator:* Authentic child assessment is an important tool for obtaining an accurate picture of a child’s functioning in everyday life. Using Authentic Child Assessment practices, parents and practitioners can ensure a child is provided learning opportunities and adult interactional behaviors most likely to promote child learning. Check out lesson 2 in this e-learning series to learn about the particular strategies to implement this practice.

**Lesson 2- Practice Illustrations:**

**Strategies for Conducting Authentic Child Assessments- Script**

*Slide* 1:

*Narrator:* Welcome to lesson 2 of the ECPC E-Learning lessons on authentic child assessment practices: strategies for conducting authentic child assessments. Recall in lesson 1, that authentic child assessments involve gathering information about the contexts and conditions that sustain child engagement and learning as part of everyday life. Authentic child assessments are done in the context of a child’s everyday activities and routines, use multiple sources of information, and are conducted on an ongoing basis. In this lesson, we will use a performance checklist to examine the particular strategies you can use to conduct authentic child assessments.

*Slide* 2:

*Narrator:* The authentic child assessments practices checklists includes the type of practices that can be used to conduct authentic child assessments. Review the checklist indicators and download the checklist to use in this lesson and in lesson 3. Let’s look at these practices more closely.

*Slide* 3:

*Narrator:* Observation of a child’s participation in everyday activities is one source of information for authentic assessments. In this video, notice the number and variety of everyday activities in which 2-year-old emery participates.

V*ideo embedded in slide:*

(No audio, text on screen describing what is happening in video)

*Slide* 4:

*Narrator:* Parents are another source of information about a child’s everyday experiences. Their responses to these kinds of questions provide information about activities that make up the child’s family, community, and classroom experiences.

*Slide* 5:

*Narrator:* In this video of emery, notice the functional behavior that she uses in the everyday activities.

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*Slide* 6:

*Narrator:* Use these kinds of questions to identify a child’s strengths and interests in everyday activities.

*Slide* 7:

*Narrator:* In this video, consider how the different activities encourage different child behavior.

*Video embedded in slide:*

(No audio, text on screen describing what is happening in video)

*Slide* 8:

*Narrator:* Next, view this video again. This time noting how materials, and adults, support different child behavior in the activities.

*Video embedded in slide:*

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*Slide* 9:

*Narrator:* Review the authentic child assessment practice guide for more ideas about how you can implement these practices. Next, complete lesson 3, mastering the use of authentic child assessment practices to deepen your understanding of the practices.

**Lesson 3: Implementation Activities**

**Mastering the Use of Authentic Child Assessment Practices**

*Slide* 1:

*Narrator:* Welcome to lesson 3 of the ECPC E-Learning Lessons on Authentic Child Assessment practices. In this E-Learning Lesson, you will engage in a number of exercises involving the observation and assessment of child abilities and interests, as well as to the activities and conditions that sustain child engagement and learning as part of everyday life.

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*Narrator:* You will want to start by reviewing the authentic child assessment practices checklist that you learned about in lesson 2. Recall that the checklist indicators include the practices that are used to conduct authentic child assessment. Download the checklist and use it to guide your work throughout this lesson.

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*Narrator:* Identify a Birth-5-year-old child whom you can observe in different everyday activities and routines in and around the home, in the community, and if applicable in classroom settings. Observe how the child participates in the different activities, including behavior the child uses in interactions with people and objects. Pay particular attention to how adult behavior and materials support and encourage child engagement in the activities.

*Slide* 4:

*Narrator:* Also, talk with the child’s parent or other caregiver about the activities and routines that make up the child’s everyday experiences. Be sure to ask about family, community, and classroom activities in which the child participates. Learn about the activities the child participates in with people and objects, both indoors and outdoors, play activities, physical activities, and activities that happen routinely.

*Slide* 5:

*Narrator:* Use the information from your observations and caregiver report to identify the child’s abilities used to participate in the different everyday activities. What functional behavior does the child use in each activity?

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*Narrator:* Also use the information to identify the child’s interests and preferences. Identify how the child’s interests help sustain child engagement in the activities.

*Slide* 7:

*Narrator:* From the information you gathered through observations and caregiver interview, identify the factors that influence which activities, materials, and adults have on child participation in the activities. Which activities provide the child lots of opportunities to use different abilities? Which activities bring out the best in the child? Which materials provide the child opportunities to use the behaviors in different ways? What materials keep the child engaged? How do adult responses, comments, questions, praise, demonstration, or assistance support the child’s participation in the activities?

*Slide* 8:

*Narrator:* After you have completed exercises 1-3, use the authentic child assessment practices checklist to review all of the practices you have done, determine which practices were consistent or inconsistent with each of the checklist indicators and why. Consider whether you could have done anything differently to make your practices better match an indicator.

*Slide* 9:

*Narrator:* Complete these additional exercises to improve your understanding and ability to use authentic child practices.

*Slide* 10:

*Narrator:* Spend time studying these additional resources to learn more about authentic child assessment practices. Use the practices in your work with young children and families.