

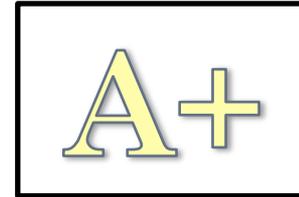


# **Effective Authentic Assessment Strategies in Early Childhood and Elementary Classrooms**

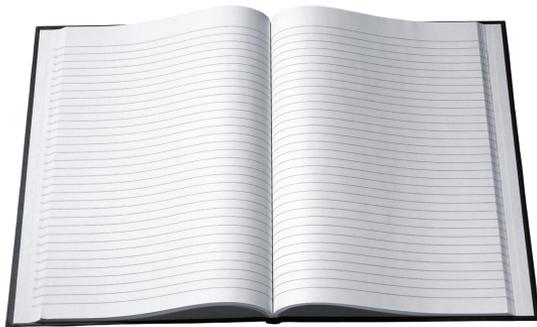
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Birth-Kindergarten  
Program**

**WCU Symposium for the  
Support of Beginning  
Teachers**

**August 4, 2016**



WHAT COMES TO MIND WHEN YOU HEAR  
THE WORD "ASSESSMENT"?



# AUTHENTIC ASSESSMENT

- Situated in real-life experiences or scenarios
- Based on multiple forms of measurement, including observation and documentation
- Considers the life experiences, culture, personality, and dispositions of children
- Occurs over time in multiple contexts
- Informs practice
- Must include teacher reflection to be effective (Ratcliff, 2001/2002)
- May feel overwhelming to teachers unless naturally integrated into daily life of classroom
- Children are still learning during assessment times
- Standardized test data should inform authentic assessment data and visa versa



# ASSESSMENT CONTINUUM

[HTTP://JFMUELLER.FACULTY.NOCTRL.EDU/TOOLBOX/  
WHATISIT.HTM](http://jfmueLLer.Faculty.Noctrl.Edu/Toolbox/WhatIsIt.Htm)

Traditional ----- Authentic

Selecting a Response ----- Performing a Task

Contrived ----- Real-life

Recall/Recognition ----- Construction/Application

Teacher-structured ----- Student-structured

Indirect Evidence ----- Direct Evidence



# GOALS OF AUTHENTIC ASSESSMENT

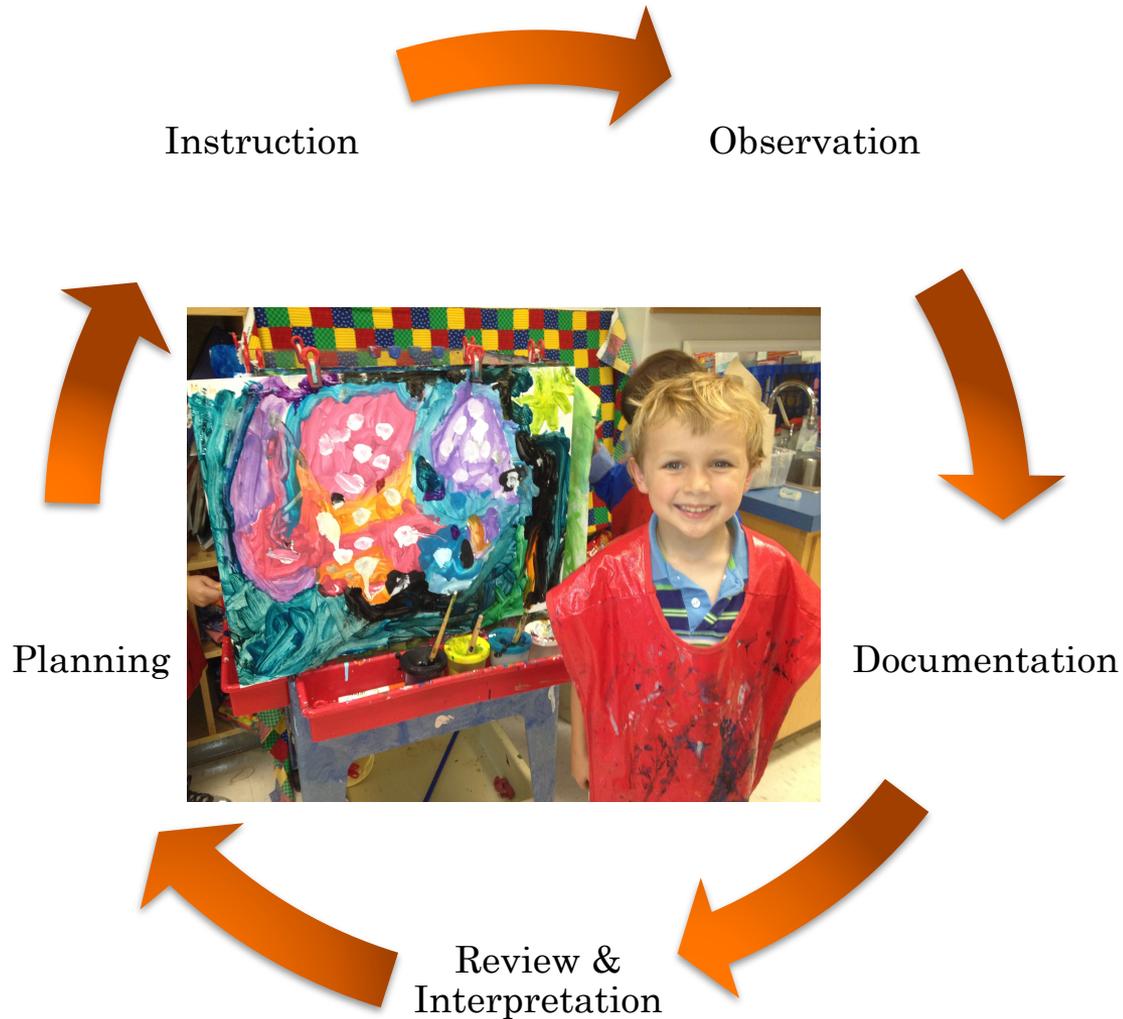
[HTTP://WWW.PARK.EDU/CETL2/QUICKTIPS/AUTHASSESS.HTML](http://www.park.edu/cetl2/quicktips/authassess.html)

- “Enhance the development of real-world skills
- Encourage higher-order cognitive skills (analysis, synthesis, evaluation)
- Promote active construction of creative, novel ideas and responses
- Promote the integration of a variety of related skills into a holistic project
- Enhance students’ ability to self-assess their own work and performance”

\*Planning for assessment video clip



# AUTHENTIC ASSESSMENT CYCLE



# OBSERVATIONS

- “Plan time to observe.
- Consider what you want to find out about the child or children.
- Observations may be short and frequent throughout a day or focused on a particular activity.
- Decide whether to observe without direct engagement or to engage the child to test a hypothesis.
- Plan what to look for and how to document what you observe.
- Be ready:
  - Have handy a pencil and small sticky notes, a notepad, or other means of recording.
  - Write observations down right away.
- Pick times when:
  - Other teachers are around.
  - Activities do not require your full attention.
- Ask for help—other teachers can also observe and document.”
- <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Ongoing%20Assessment/lfa.html#presentations>



# ASSESSMENT QUESTIONS

What should we document?

- Complete story
- One topic, in-depth
- Individual & collective growth and development

Why should we document?

- Accountability
- Extend learning
- Make learning visible

*The Power of Documentation in the Early Childhood Classroom* (Seitz, 2008)



## EXAMPLE: DAILY ASSESSMENT AREAS CHART

Here is an example of a partially completed assessment chart that is used to remind staff which areas of learning will be the focus of assessment each day. There is a blank copy of the *Daily Assessment Areas Chart* on the next page for use in your own classroom.

<b>Week of:</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
9/12					
What to assess:	Playing with peers	Balancing skills	Using language to express needs	Classification	Phonological awareness
<b>Week of:</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
9/19					
What to assess:	Emergent writing	Number concepts and operations	Knowledge of self	Exploration of visual arts	Use of writing tools
<b>Week of:</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
9/26					
What to assess:					
<b>Week of:</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
10/3					
What to assess:					



# AUTHENTIC ASSESSMENT TOOLS FOR *DOCUMENTATION*

- Anecdotal notes/ event samples
- Narratives & running records
- Jottings
- Checklists/rubrics
- Time samples
- Language samples
- Parent information (interviews, surveys)
- Functional behavior assessment (FBA)
- Photographs
- Videos
- Work samples
- Portfolios
- Documentation Panels
- What else?



# ANECDOTAL NOTE/EVENT SAMPLE

<b>Name:</b>	<b>Observer:</b>	<b>Date:</b>
		<b>Time:</b>
<b>General Context:</b>		
<hr/>		
<b>Social Context:</b>		
<b>Challenging Behavior:</b>		
<b>Social Reaction:</b>		
<b>POSSIBLE FUNCTION:</b>		



Child's Name: \_\_\_\_\_  
 Observer's Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

# STARE

## Scale for Teachers' Assessment of Routines Engagement

R. A. McWilliam

Frank Porter Graham Child Development Center

University of North Carolina at Chapel Hill

© 2000

**Directions:** Observe the child for 10 minutes in each of the following routines. First, rate the amount of time the child is engaged with adults, peers, and materials. Second, rate the complexity of the child's engagement. There is space to add additional or alternate routines at the end of the scale.

Arrival	Almost none of the time	Little of the time	Half of the time	Much of the time	Almost all of the time
With Adults	1	2	3	4	5
With Peers	1	2	3	4	5
With Materials	1	2	3	4	5
Complexity*	Nonengaged 1	Unsophisticated 2	Average 3	Advanced 4	Sophisticated 5

\***Nonengagement** = inappropriate behavior, zoning out; **Unsophisticated** = repetitive play, casually looking around; **Average** = following routines, participating; **Advanced** = talking, creating; **Sophisticated** = symbolic talk, pretending, persisting.

<http://www.fpg.unc.edu/~inclusion/Instruments/instruments.htm>





## EXAMPLE: SKILL ASSESSMENT CHECKLIST

This checklist example documents multiple children's progress in retelling a story, on three data collection points, over a four-week period. There is a blank copy of the *Skill Assessment Checklist* on the next page for use in your classroom.

Child's name: Amina Domain: Expressive Language

Date	Skills or steps			Comments
	Retells one event	Retells two events in logical order	Retells three or more events in logical order	
2/19/14		✓		
3/5/14		✓		
3/19/14			✓	Retold three events from favorite story book

Child's name: Dylan

Date	Skills or steps			Comments
	Retells one event	Retells two events in logical order	Retells three or more events in logical order	
2/19/14	✓			
3/5/14	✓			
3/19/14		✓		Retold two events, but not in correct order

Child's name: \_\_\_\_\_

Date	Skills or steps			Comments
	Retells one event	Retells two events in logical order	Retells three or more events in logical order	



# SCAFFOLDED EXPECTATIONS

	Goal: Model simple patterns and sort objects	Sort by one attribute	Classify by one attribute	Create simple pattern with words	Create simple patterns with objects	Create simple patterns with actions	Extend patterns
Novice (1)	Does not meet "Competent" status in one or more area	Not Yet	Not Yet	Not yet	Not yet	Not yet	Not yet
Competent (2)	Meets "Competent" status in all areas	One attribute	One attribute	Creates AB pattern	Creates AB pattern	Creates AB pattern	Extends AB pattern
Proficient (3)	Meets "Proficient" Status in 4 or more objective areas	More than one attribute	More than one attribute	Creates advanced pattern (eg. ABC, ABBA, etc.)	Creates advanced pattern (eg. ABC, ABBA, etc.)	Creates advanced pattern (eg. ABC, ABBA, etc.)	Extends advanced pattern (eg. ABC, ABBA, etc.)

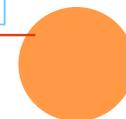
Student Name \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_

<i>Domain Score</i>	<i>Reading Strategies</i>	<i>Word &amp; Sentence Recognition</i>	<i>Variety of Texts</i>	<i>Level of Independence</i>
<b>4 Expanding</b>	Reads short stories and books. Uses reading strategies. Retells plot, characters, and events.	Recognizes range of sight words and names. Easily distinguishes between sentence types.	Reads a variety of materials, including fiction, non-fiction, and expository texts.	Reads silently for short periods of time. Needs teacher guidance
<b>3 Developing</b>	Relies more on print than illustrations. Retells beginning, middle, and end of stories.	Recognizes basic sight words and names. Uses phonetic and syntactic clues to distinguish sentence level meaning.	Reads fiction, fairy tales, poems, directions.	Reads silently. Needs teacher guidance.
<b>2 Beginning</b>	Retells main idea of text. Relies on print and illustrations.	Knows most letter/sound correspondences. Recognizes simple words.	Reads books with word patterns.	Sees self as reader. Needs teacher support for many reading tasks.
<b>1 Emerging</b>	Pretends to read. Uses illustrations to tell story. Memorizes pattern and familiar books.	Recognizes some letters, names and words in context. Rhymes and plays with words.	Listens to fiction, fairy tales, poems, oral stories.	Participates in reading of familiar stories or books. Needs teacher support for most reading tasks.

Adapted by Lorraine Valdez Pierce from: O'Malley, J.M. & L. V. Pierce. (1996). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. New York: Pearson Longman and Hill & Ruptic (1994), *Practical Aspects of Authentic Assessment*, Norwood, MA, Christopher Gordon Publishers.





## Reading Strategies

### Student Self-Assessment Rating Scale

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

	<i>YES</i>	<i>NO</i>	<i>Sometimes</i>
1. I like to read.	_____	_____	_____
2. I ask questions when I read.	_____	_____	_____
3. I read at home.	_____	_____	_____
4. I talk about books (stories) that I read.	_____	_____	_____
5. I learn new words when I read.	_____	_____	_____

*Examples:* \_\_\_\_\_

6. My favorite story/book is \_\_\_\_\_

\_\_\_\_\_

7. When I read, I need help with \_\_\_\_\_

\_\_\_\_\_

8. When I read, I like to \_\_\_\_\_

\_\_\_\_\_

Adapted by Lorraine Valdez Pierce from: O'Malley, J.M. & L. V. Pierce. (1996). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. New York: Pearson Longman.





Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

- \_\_\_\_\_ 1. **Brainstorms** prior knowledge in small groups
- \_\_\_\_\_ 2. **Makes predictions** about stories and texts
- \_\_\_\_\_ 3. **Expresses** interest and curiosity
- \_\_\_\_\_ 4. **Generates** questions
- \_\_\_\_\_ 5. **Rereads** for answers to questions
- \_\_\_\_\_ 6. **Summarizes** stories or content area texts
- \_\_\_\_\_ 7. **Talks about** readings and stories with classmates
- \_\_\_\_\_ 8. **Identifies** environmental print (street, store signs)

Adapted by Lorraine Valdez Pierce from: O'Malley, J.M. & L. V. Pierce. (1996). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. New York: Pearson Longman.



# DOCUMENTATION PANEL POSSIBILITIES

- Experiences/moments
- Units
- Lessons
- Special events/field trips
- For example...☺
  - Clay exploration
  - Human skeletons
  - Edamame



# Authentic Assessment Tips

[HTTP://WWW.PARK.EDU/CETL2/QUICKTIPS/AUTHASSESS.HTML](http://www.park.edu/cetl2/quicktips/authassess.html)

“Assessment should be a reiterative process of applying knowledge, understanding basis for knowledge, and demonstrating relevant skills.

Quality authentic assessments emphasize both process and product.

A compilation of multidimensional, varied assessments provide a more accurate and valid measure of student learning than a singular assessment.

Authentic assessments should include opportunities for self-assessment and revision.”



## *INTERPRETING DATA*

- Do you see patterns individually, within sub-groups, and across the entire class?
- Do you see change over time?
- Do you see areas in need of re-teaching?
- Do you see gaps in evidence of progress toward curriculum objectives, IEP goals, etc?
- Do you understand the data?

\*Interpreting data video clip



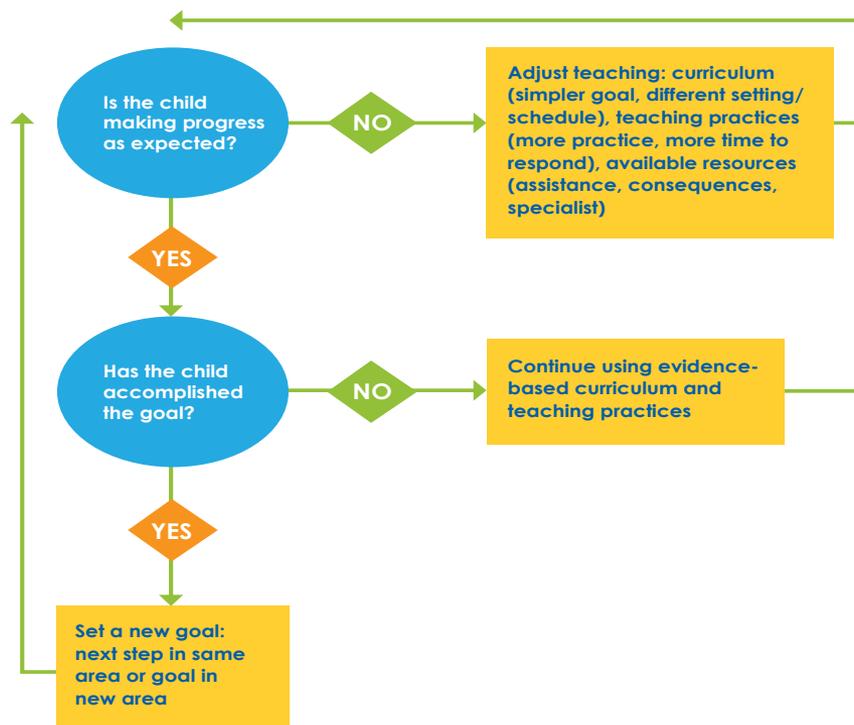
# USING DATA TO INFORM PRACTICE

- Study data to develop flexible groupings and sub-groupings (McAfee & Leong, 2011)
  - Group children in needs related to specific developmental areas, not overall perceptions of abilities
  - All children benefit from repetition and participation in activities over time
- Spend time reflecting on your instructional practices, daily schedule, lessons, activities, classroom arrangement/materials, and procedures
  - Allocate time and space in different ways
  - Select/arrange materials in response to assessment data
  - Use appropriate sequences
  - Possibly change procedures
  - Plan for scaffolding





**Directions:** Follow the steps of this flow chart to decide how your team may use interpretations of collected data to adjust teaching.





## “What should you do if children are not progressing as expected?”

### Change what you have been teaching:

- Encourage children to learn during activities they enjoy.
- Have children learn the content at a different time of day.
- If indicated, select a simpler curriculum goal.

### Change how you have been teaching:

- Provide more opportunities for practice.
- Provide supportive equipment or materials.
- Allow more time for children to respond.
- Provide more assistance from peers or adults.
- Provide more encouragement through feedback.
- Ask for ideas from a specialist, family members, or others on your teaching team.



### Continue to gather assessment information and adjust teaching.

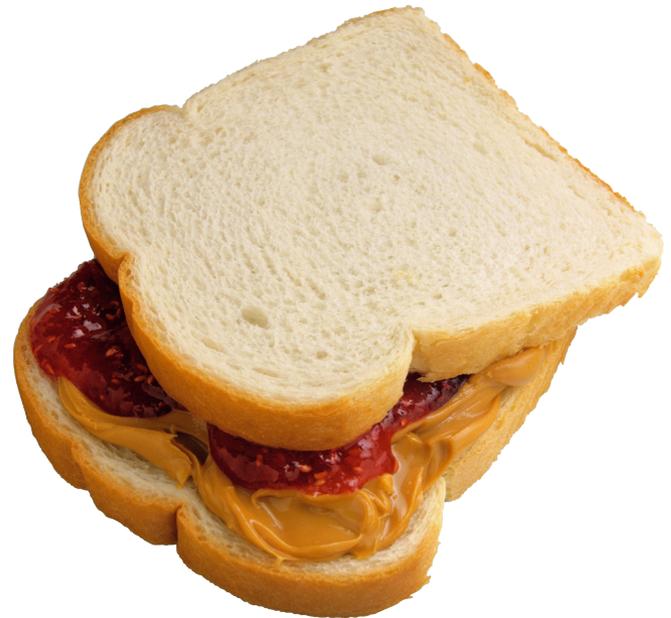


Multi-Age Preschool Daily Schedule	
7:30 - 8:00	Drop Off / Early Arrival / Free Play Activities
8:00 - 9:00	Outdoor Break and Breakfast Time
9:00 - 10:00	Teacher Directed Play
10:00 - 10:30	Outdoor Time / Activities are determined by our daily flow sheet
10:30 - 11:00	Outdoor Break
11:00 - 11:30	Structured Activities: Art, Music, Dramatization, Fine Motor, Writing, Math, Book Time, Sensory Play, Book Area
11:30 - 12:00	Clean Up and Outside/Group Water Play (weather permitting)
12:00 - 1:00	Lunch Time / Self-Service Snacks (After Lunch)
1:00 - 2:00	Outdoor Time (Free play activities determined by flow sheet) (After 1:30-2:00)
2:00 - 2:30	Quiet Time / Restroom Break
2:30 - 3:00	Parent Pick Up / Kids Check Out Play activities (weather permitting) or will go outside after snack



# SHARING ASSESSMENT DATA: PARENTS/GUARDIANS

One strategy for parent conferences is to “sandwich” difficult information about a child (e.g. behavior/academic concerns) within positive statements. This means that you start with something positive and end with something positive. How do you feel about this approach?  
What else works?

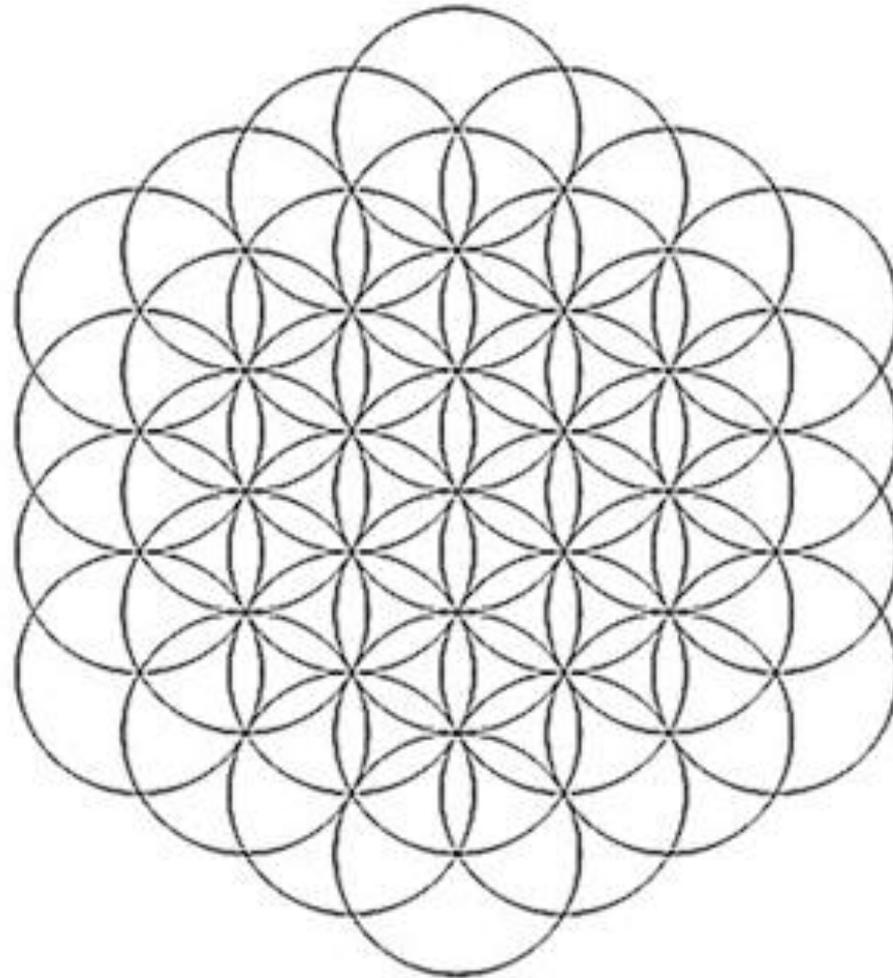


# SHARING ASSESSMENT DATA: CHILDREN

- It only seems to make sense to share assessment data with children, however how can we do this in appropriate ways?
- What are some challenges associated with sharing assessment data with children?



# WHY IS AUTHENTIC ASSESSMENT SO CHALLENGING?



# AUTHENTIC ASSESSMENT RESOURCES

- <http://www.uwstout.edu/soe/profdev/assess.cfm>
- <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/iss-library.html>
- [www.colorincolorado.org](http://www.colorincolorado.org)
- <http://rubistar.4teachers.org/index.php>

