Early Childhood
Authentic Assessment
Authentic Assessment

1. Meaningful and relevant to the context of each child’s life.
2. Based on classroom experiences and activities
3. Allows children to demonstrate learning in many different ways
The National Association for the Education of Young Children (NAEYC) recommends that programs construct comprehensive systems of curriculum, assessment, and program evaluation that fit together into a coherent educational system linked to child outcomes and/or standards.
Key Terms

- Screening - a process of identifying children who may need a more comprehensive evaluation
Evaluation – procedures used to determine initial and continuing eligibility for early intervention/special education services
Assessment - A dynamic process of systematically gathering information from multiple sources and settings, collected over numerous points in time, and reflecting a wide range of child experiences.
Curriculum-Based Assessment – a process for assessing a child’s abilities on a pre-determined sequence of objectives; used to link assessment, intervention, and evaluation
Norm-Referenced Assessment – compares a child’s performance with that of similar children who have taken the same test.
Validity- the extent to which a screening or assessment tool measures what it is supposed to measure
Reliability- confidence in a screening or assessment tool to produce the same results for the same child if the test were administered more than once or by different examiners
Types of Assessment

Standardized Testing
Given under strictly controlled, standard conditions, so that to the extent possible, each child is assessed in exactly the same way. Since preschoolers may respond in unpredictable ways, examiners may choose to supplement standardized test scores with results from informal measures.
Informal Assessment Methods

These are often referred to as "authentic" or "naturalistic" assessments. They engage the child in meaningful, functional tasks. Data collection is necessary. Informal assessments may include observations, portfolios, and ratings by parents and teachers.
Observations

Observations are interactive. Anecdotal notes alone are not sufficient for good assessment, as they do not offer criteria against which to judge developmental value of children’s activities or provide evidence of reliability and validity. Observation notes should be used to complete developmental scales of proven reliability and validity.
Portfolios

Arter and Spandel define a portfolio as “a purposeful collection of student work that tells the story of the student’s efforts, progress, or achievement in a given area. Portfolios must include the guidelines for selection, criteria for judging merit, and evidence of student self-reflection.”
Peace Garden Consortium
Teacher Ratings

Teacher ratings are a way to organize teacher perceptions of children’s development into scales for which reliability and validity can be assessed. Research shows that teacher ratings can have considerable short and long term predictive validity throughout later school years and even into adulthood.
Parent Ratings

Parent ratings are a way to organize parent perceptions of children’s development into scales for which reliability and validity can be assessed. They are an excellent way to involve parents and encourage them to observe and listen to their children as they gather the needed data.
What is the connection between curriculum and assessment?

- Assessment tells teachers what children are like and allows them to modify curriculum and teaching practices to best meet the children’s needs.

- Curriculum also influences what is assessed and how. A curriculum should be accompanied by assessments of the children’s progress.
Early Childhood Assessment Should Be. . . .

1. Developmentally appropriate
2. Culturally and linguistically responsive
3. Tied to children’s daily activities
4. Linked directly to curriculum competencies and/or early learning standards and early childhood outcomes
4. Supported by professional development
5. Inclusive of families/ Parent-professional collaboration
6. From multiple sources of information
7. Assessing skills that are functional
Uses of Child Assessment

- Identify children who may be in need of specialized services
- Plan instruction for individuals and groups of children
- Identify program improvement and staff development needs
- Evaluate how well a program is meeting goals for children
Authentic Assessment

- WhatIsAuthenticAssessment.mov
What Have We Learned Through Assessment . . .

1. Identify Appropriate Preschool Abilities and Skills
   a. Basic preschool skills should be introduced in developmentally appropriate order
   b. Determine the correct preschool skills according to the child’s age
2. Provide Skill Development on the Level the Child is Functioning
   a. Skill development should occur at the developmental stage of the child
   b. Children should not be forced to participate in skill activities that are beyond their developmental level
3. Provide a Comprehensive Tracking System for Skills
   a. Authentic tracking should include informal assessments and observations
   b. Authentic tracking should include anecdotal records
4. Authentic Assessment Should also Include Formal Assessment
   a. Appropriate Formal assessment should be part of a good preschool program
   b. Formal assessment in language, literacy, math, behavior, etc. tracks development of these skills and compliments informal observations and ratings of child behavior
5. Create an Easy Reference
   a. Create an easy reference for “at a glance” basic decision making
6. Use Assessment Data to Inform Instruction
   a. Planned activities should reflect the results of assessment and tracking
   b. Each activity planned should have a corresponding guideline or skill
Peace Garden Consortium
Collaborative Support Services
in the Assessment Process

- Village Teams
- Country Cousins
- Right Track
Village Teams

- Village Teams are community based interagency collaborative teams that serve as an “umbrella” that encompasses other existing community services and programs. The Village Teams use a zero-reject policy in serving all young children in the community with demonstrated need for early intervention.
Country Cousins

- The **Country Cousins** program is sponsored by the Village Teams to provide *child-find* and *follow-up* services to all young children born in any of the communities served by the Peace Garden Consortium. The intent of this family-centered program is to provide support to the parents of young children, birth – age 6.
The goal of the program is to ensure that all parents have the information and resources they need to make the decisions inherent in monitoring the health and development of their children.

Children receive birthday cards with developmental information and parents receive phone calls on the child’s half birthday from a child developmental specialist.
Right Track

- The **Right Track** program will provide services for all **at-risk** infants and toddlers residing in the program area.

- The purpose of the **Right Track** program is to identify infants or toddlers that may be at-risk for developmental delays, provide developmental screenings, refer to other agencies as appropriate and provide child development information to families.
North Dakota
Early Childhood
Outcome Process
and Assessment
Approved Anchor Tool List

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1. *Battelle Developmental Inventory - Second Edition

2. *Developmental Assessment of Young Children (DAYC)

3. *Brigance Inventory of Early Development - II


5. *Carolina Curriculum for Preschoolers with Special Needs

7. *Hawaii Early Learning Profile for Preschoolers (HELP)*

*Crosswalks can be found at [http://www.fpg.unc.edu/~eco/crosswalks.cfm](http://www.fpg.unc.edu/~eco/crosswalks.cfm)
Approved Screening Tools For Children with Articulation/Phonological Impairments

1. Battelle Developmental Inventory – Second Edition Screening Test

2. Developmental Indicators for the Assessment of Learning
   DIAL-3

3. Brigance Inventory of Early Development – Screen II