

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The central area is white, providing a clear space for the text.

Authentic Assessment Primer: Introducing the Cycle of Authentic Assessment

Objectives:

- ▶ Define the components of the authentic assessment cycle (observe, document, collect, evaluate, plan, teach).
- ▶ Discuss strategies and challenges in the assessment cycle.
- ▶ Practice components of the authentic assessment cycle.

Introductions:

Raise your hand if you...

- ▶ Have been to a training on observation and documentation?
- ▶ Have been to a training on assessment?
- ▶ Have used a formal assessment tool (like Teaching Strategies Gold™, Work Sampling™, Desired Results Developmental Profile™, etc.)?
- ▶ Have used assessment information (data) to change your lesson plan?
- ▶ Have used an assessment to help a child reach a target behavior or skill?
- ▶ Have shared assessment information with parents?
- ▶ Have had assessment information shared with you?
- ▶ Have ever changed up an activity because a particular child needed something different than the other children?

Definitions and Experiences

▶ ASSESSMENT

Authentic Assessment

- ▶ The systematic recording of developmental observations over time (ongoing throughout the year)
- ▶ About the naturally occurring behaviors and functional competencies of young children in daily routines (actual work)
- ▶ By familiar and knowledgeable caregivers in the child's life
- ▶ Is embedded within curriculum
- ▶ Is a cooperative and collaborative process
- ▶ Is intended to help professionals and parents learn more about children
- ▶ Assesses what individual children can do
- ▶ Makes assessment part of the learning process

(Bagnato & Yeh Ho, 2006, p. 16; Morrison, 2000)

Authentic Assessment Follows a Cycle

Authentic assessment follows a cycle that begins with what teachers notice:

“Notice”—Teachers notice when we are curious about relationships and individual development. Being “present in the moment” with children matters!

“Plan and Document”—whether during or after an activity, USING authentic assessment requires documentation. Planning and intention are key. *Will I observe multiple students this week and focus on one domain? Will I observe fewer students and focus on multiple domains?*

“Gather and Organize”—Keeping track of notes and documentation is also part of being able to USE authentic assessment for the benefit of students.

Authentic Assessment Follows a Cycle

Authentic assessment follows a cycle that begins with what teachers notice:

“Review”—Writing down what happened isn’t enough! Teachers who USE authentic assessment take regular planning moments to review, analyze, evaluate what they are noticing in order to incorporate it into planning for the group and the individual.

“Plan”—Teachers plan their assessment processes but after reviewing data, another kind of planning is involved. *Where will the knowledge I’ve gained “show up” in my lesson plans? Child goals?*

“Respond”—Use the plan to teach, interact, adapt for the child and group.

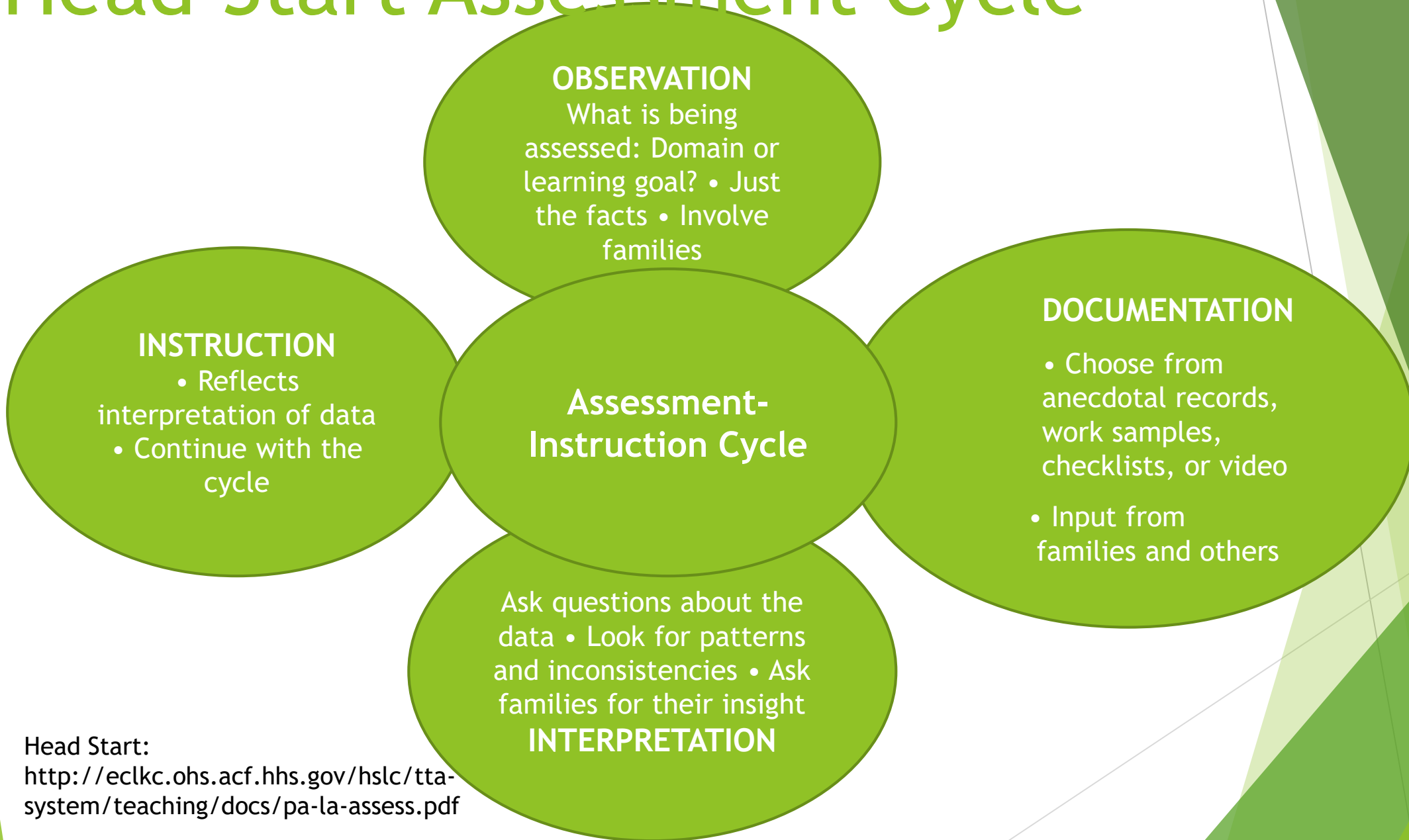
Then the cycle starts again! *How did the adaptation work?*

Authentic Assessment Cycle



▶ Will the REAL cycle please
STAND UP?

Head Start Assessment Cycle

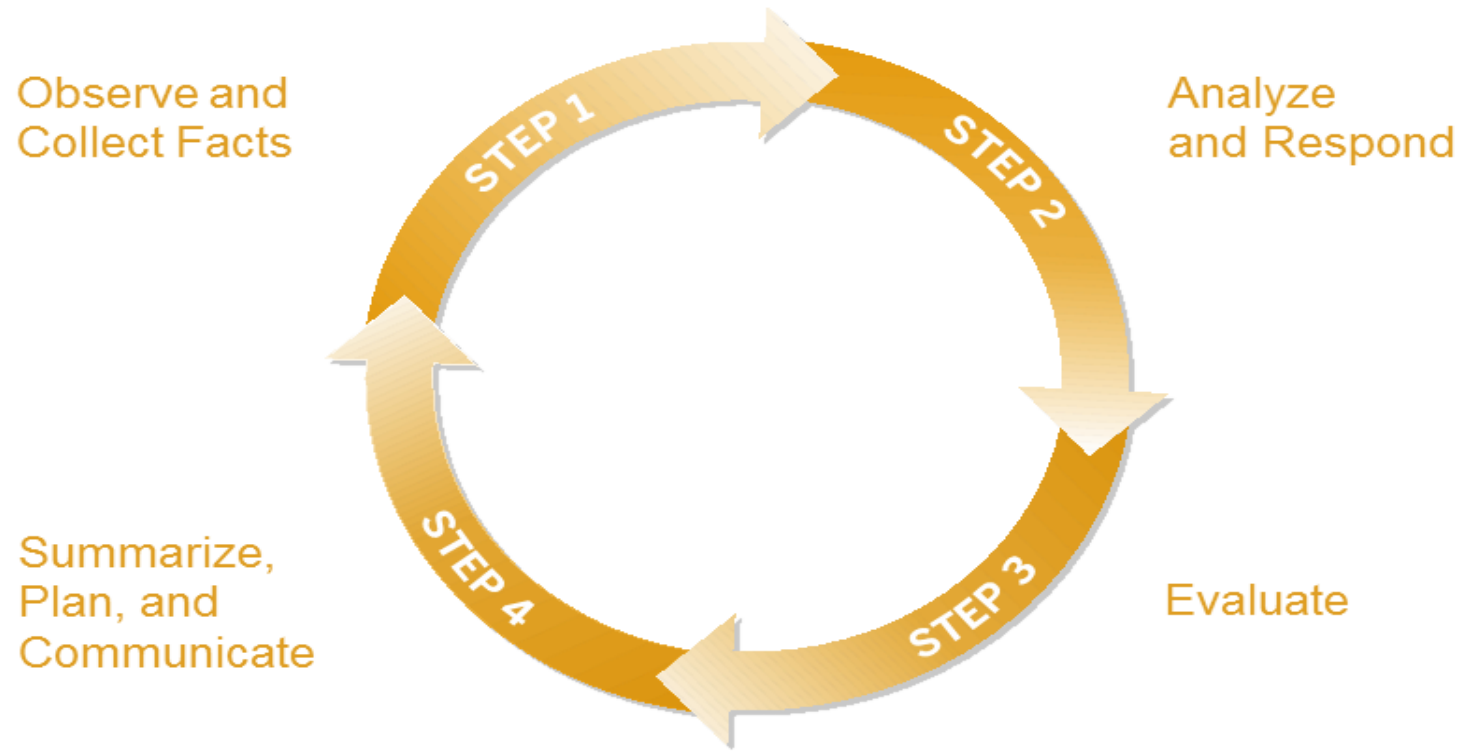


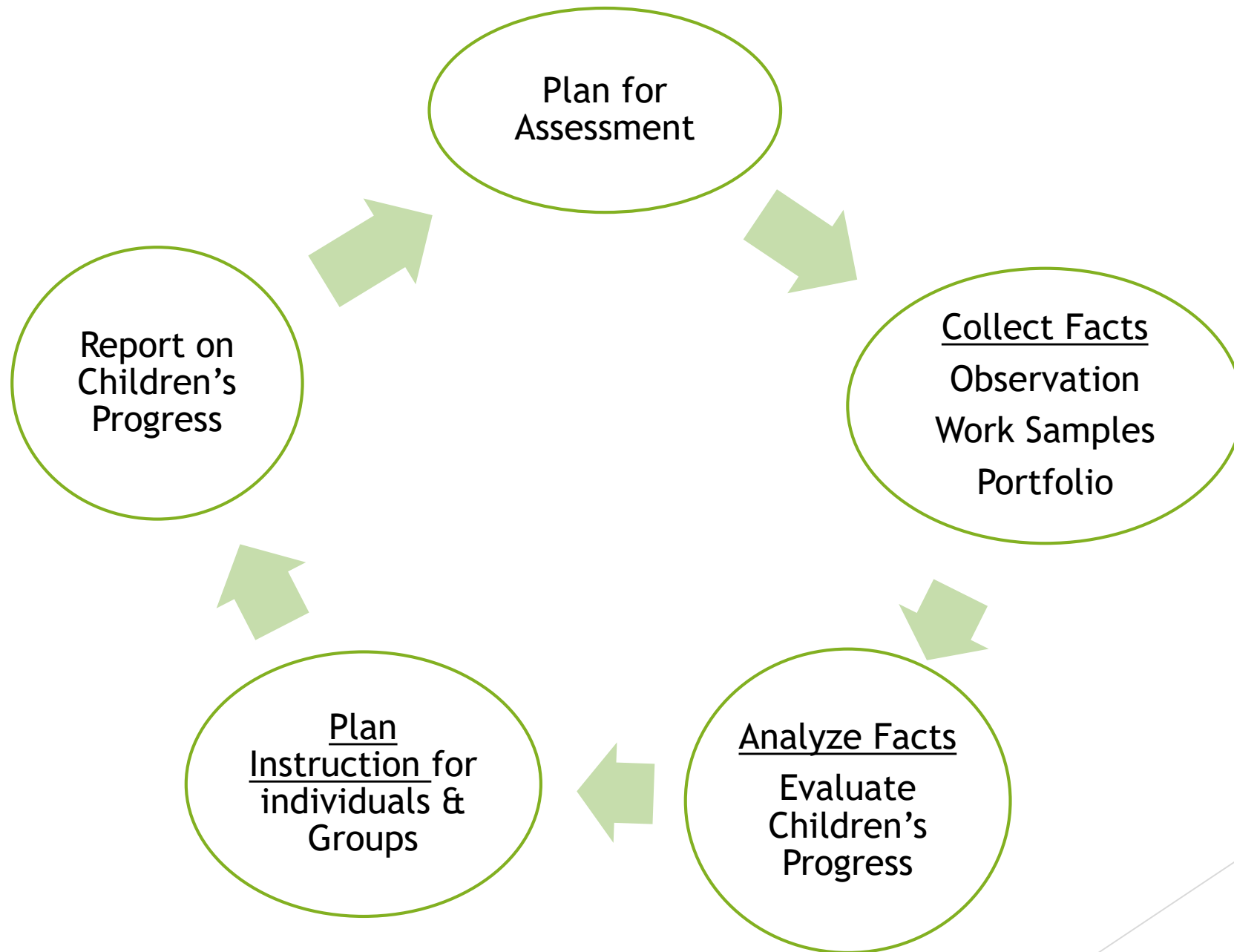
Head Start:

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/pa-la-assess.pdf>

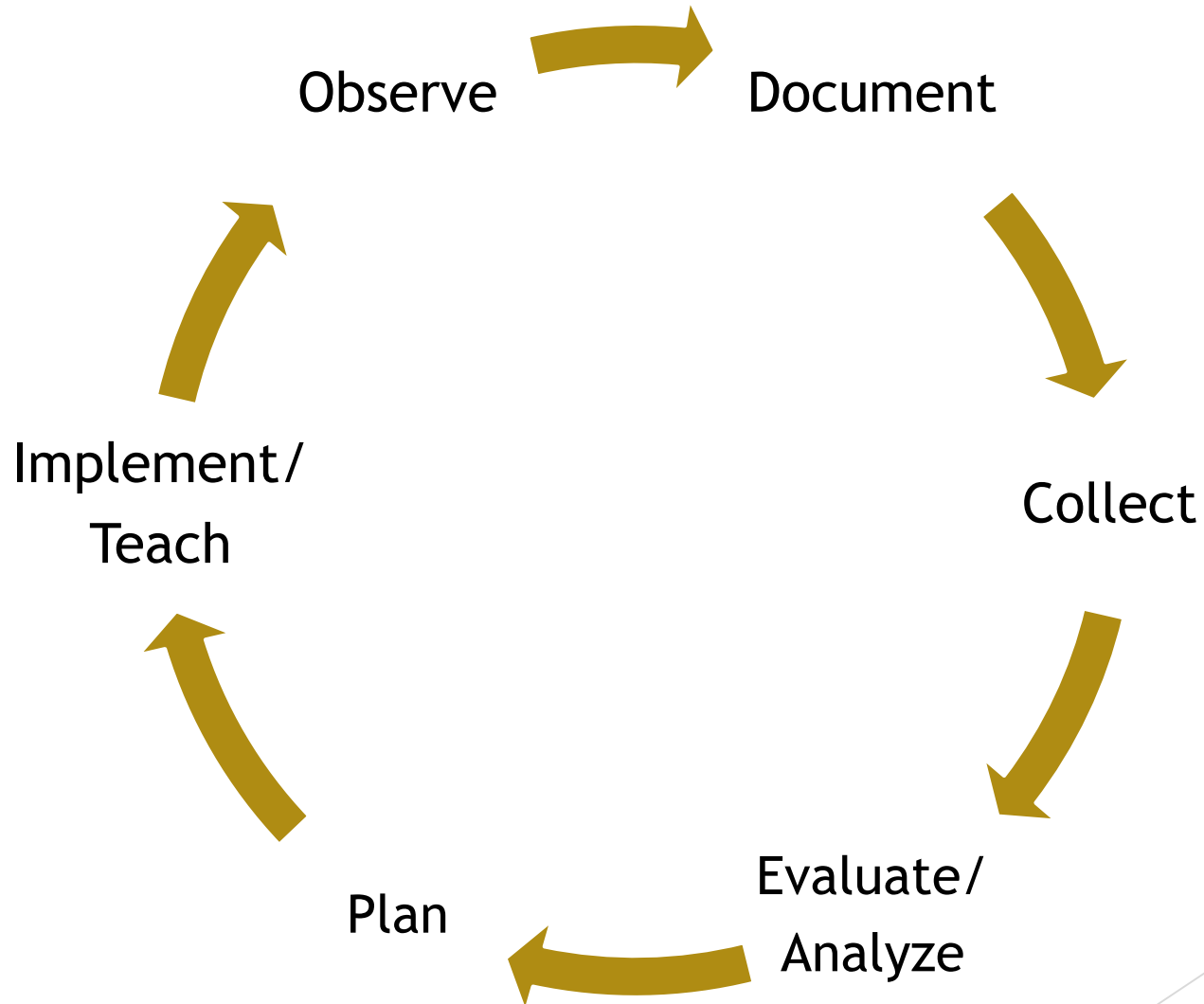
Teaching Strategies Gold

Overview of the Assessment System





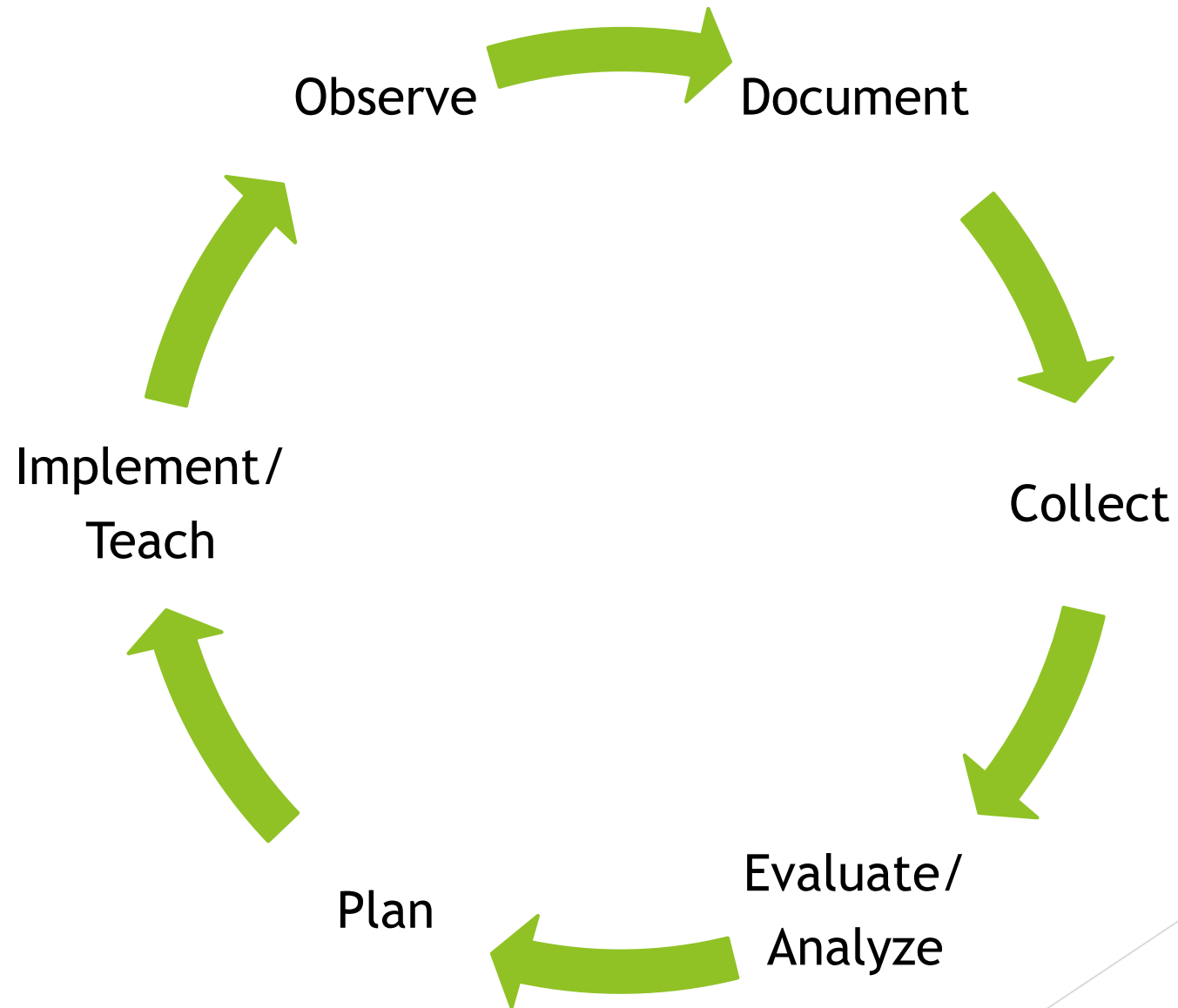
Process (Cycle) of Authentic Assessment



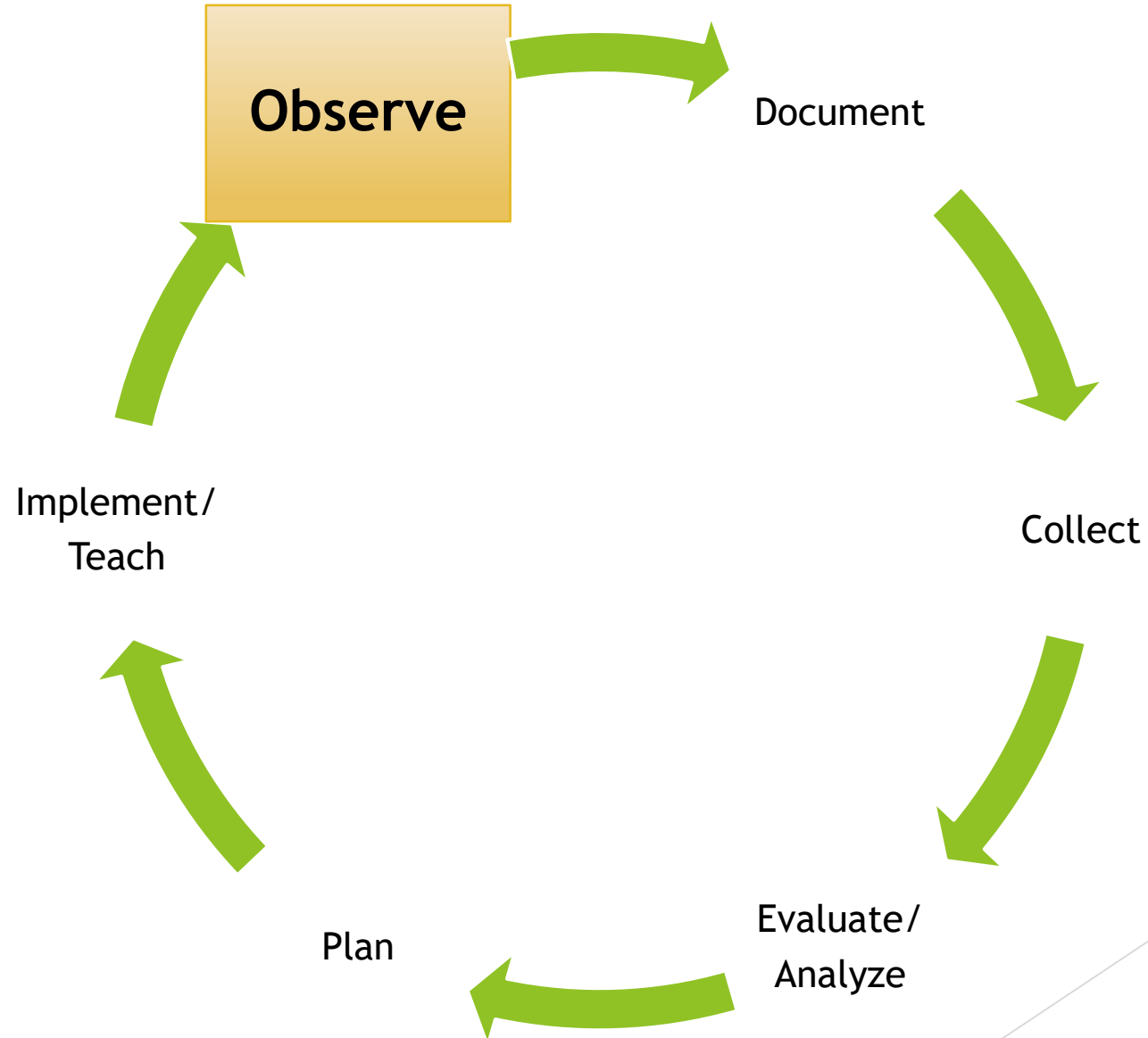
Work in groups of 3...

- ▶ What is YOUR ideal cycle?
- ▶ Look at the components and choose the ones that you think matter most in language that fits your work.
- ▶ Draw or represent your cycle.

Process of Authentic Assessment



Process of Authentic Assessment



We observe for many reasons...

- ▶ **Wondering.** What do I need to find out? “I wonder what would happen if we changed our routine when the children arrive. What if we have two or three activities available and observe to see how that affects the way they settle in?”
- ▶ **Noticing.** “Andy seems to be having more trouble settling down for nap than he used to. I think I’ll observe him for the next few days before his nap and see what’s happening.”

And more reasons...

- ▶ **Problem-Solving.** *“Carson has pushed someone down during free play twice this week. I’m going to pay special attention to figure out when he seems comfortable and when he begins to get agitated. Maybe I can help him calm down before he gets so frustrated.”*
- ▶ **Compare to standards.** *“It is April and 3 of the 4-year-olds still seem confused about hearing rhymes. I think I will ask the other teacher for some ideas about how to support them since the things I’ve tried haven’t seemed to work.”*

And more reasons. . . Why/what have YOU observed in the past week? What have you learned?

Handout_why-what-when-how_observe.docx - Word

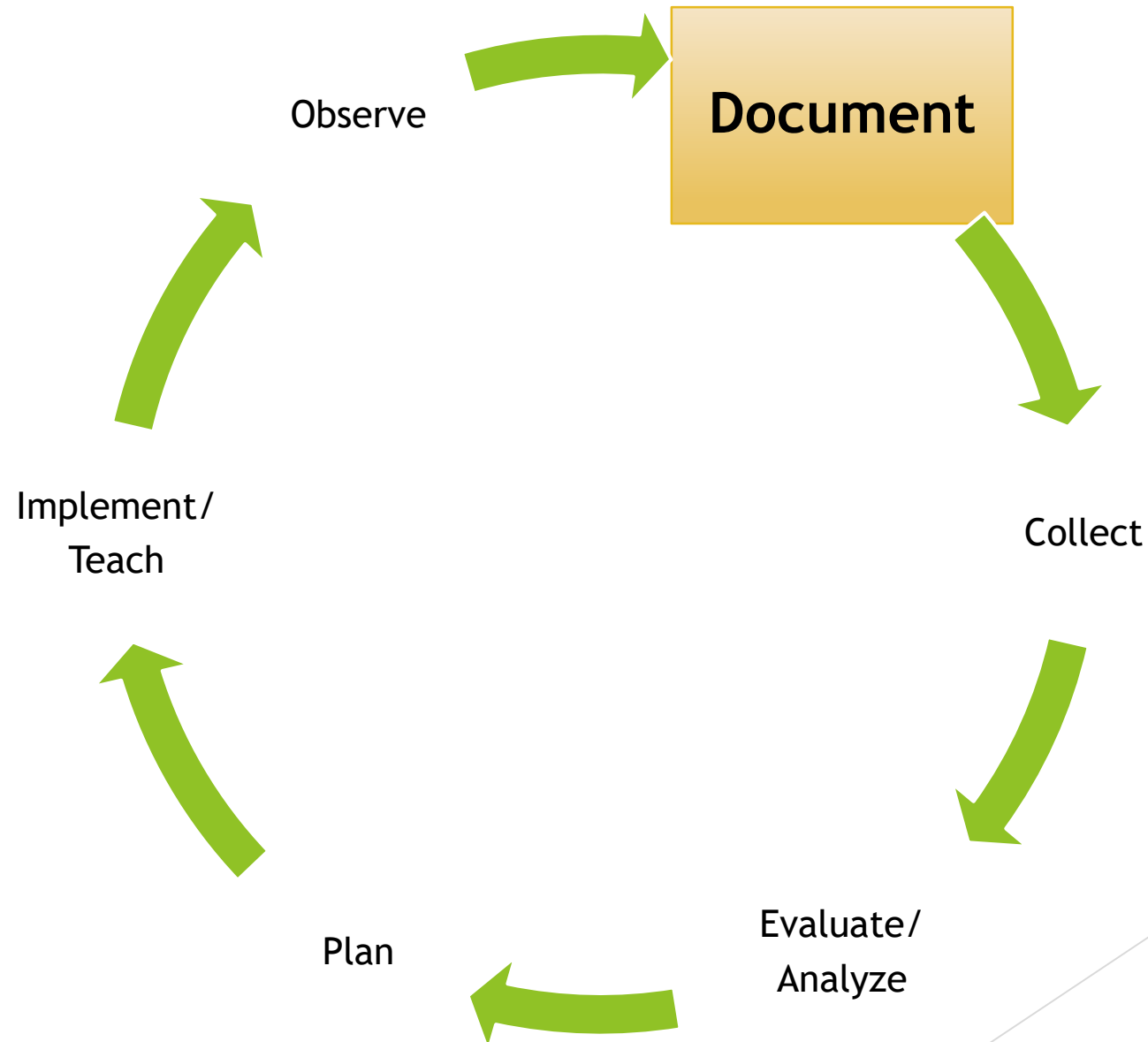
FILE HOME INSERT DESIGN PAGE LAYOUT REFERENCES MAILINGS REVIEW VIEW

OBSERVING in my setting: WHY/WHAT/WHEN/HOW

	Why do/did I observe? (What do I need to find out/assess?)	When do/did I observe?	What do/did I notice?	How do I document/use observations?
This past week				
General				

PAGE 1 OF 1 28 WORDS 100%

Process of Authentic Assessment



Why document?

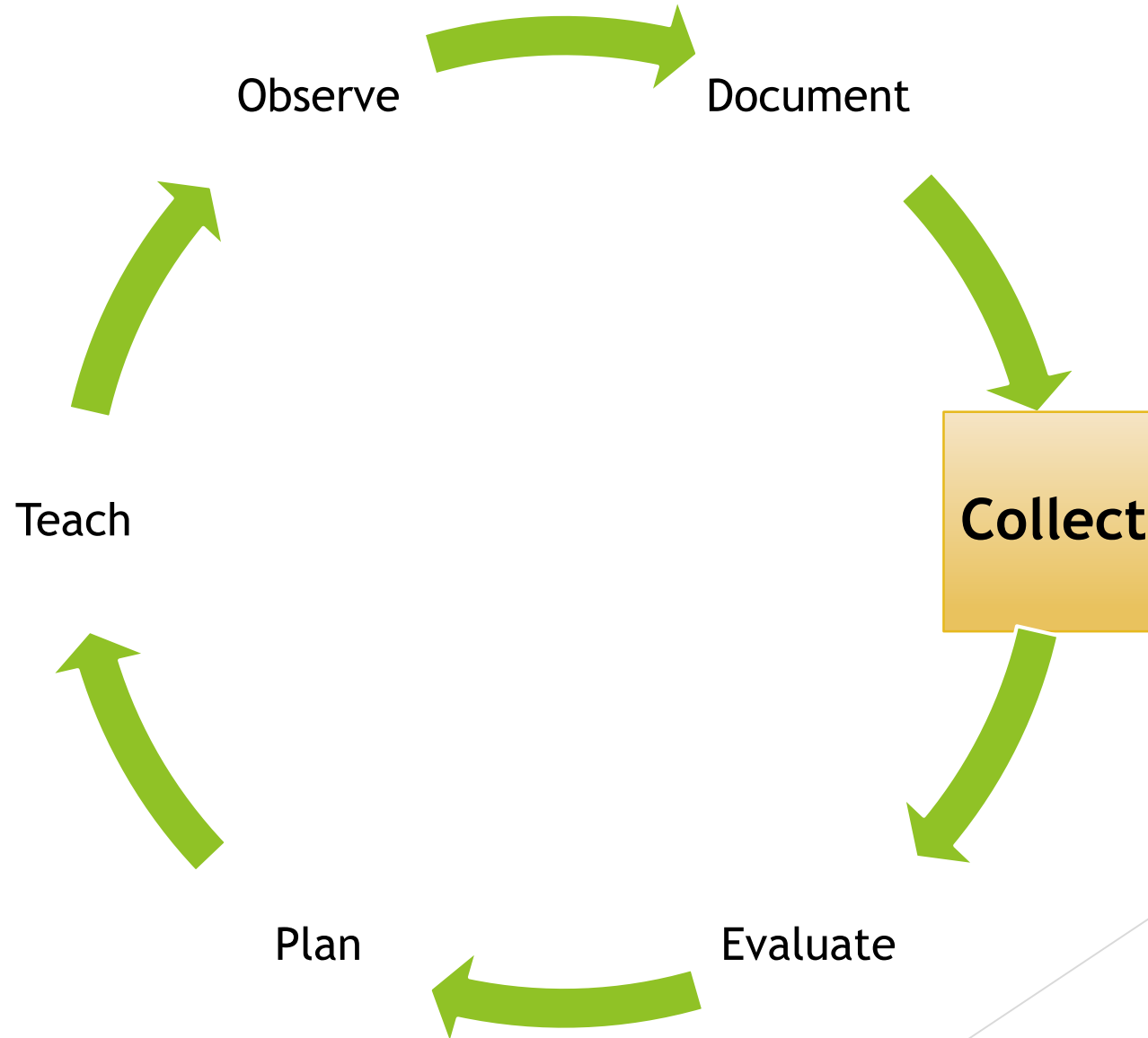


Which documentation strategies have you used?

- ▶ Written notes
- ▶ Pictures
- ▶ Graph/frequency chart
- ▶ Checklist
- ▶ Work samples
- ▶ Family input
- ▶ Participation chart
- ▶ Other?



Process of Authentic Assessment



Collecting Methods

- ▶ Portfolios
- ▶ Binders
- ▶ ?



Questions to Consider

- ▶ How will you collect progress information during upcoming activities?
 - ▶ Will you collect data about all the children with a focus on one domain during the week?
 - ▶ Will you instead gather information about a small group of children across domains?
 - ▶ Or do you have another way of organizing collection of data?

NCQTL “Planning for Assessment” <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/assessment/iss/plan--t.html>

From Gathering to Using

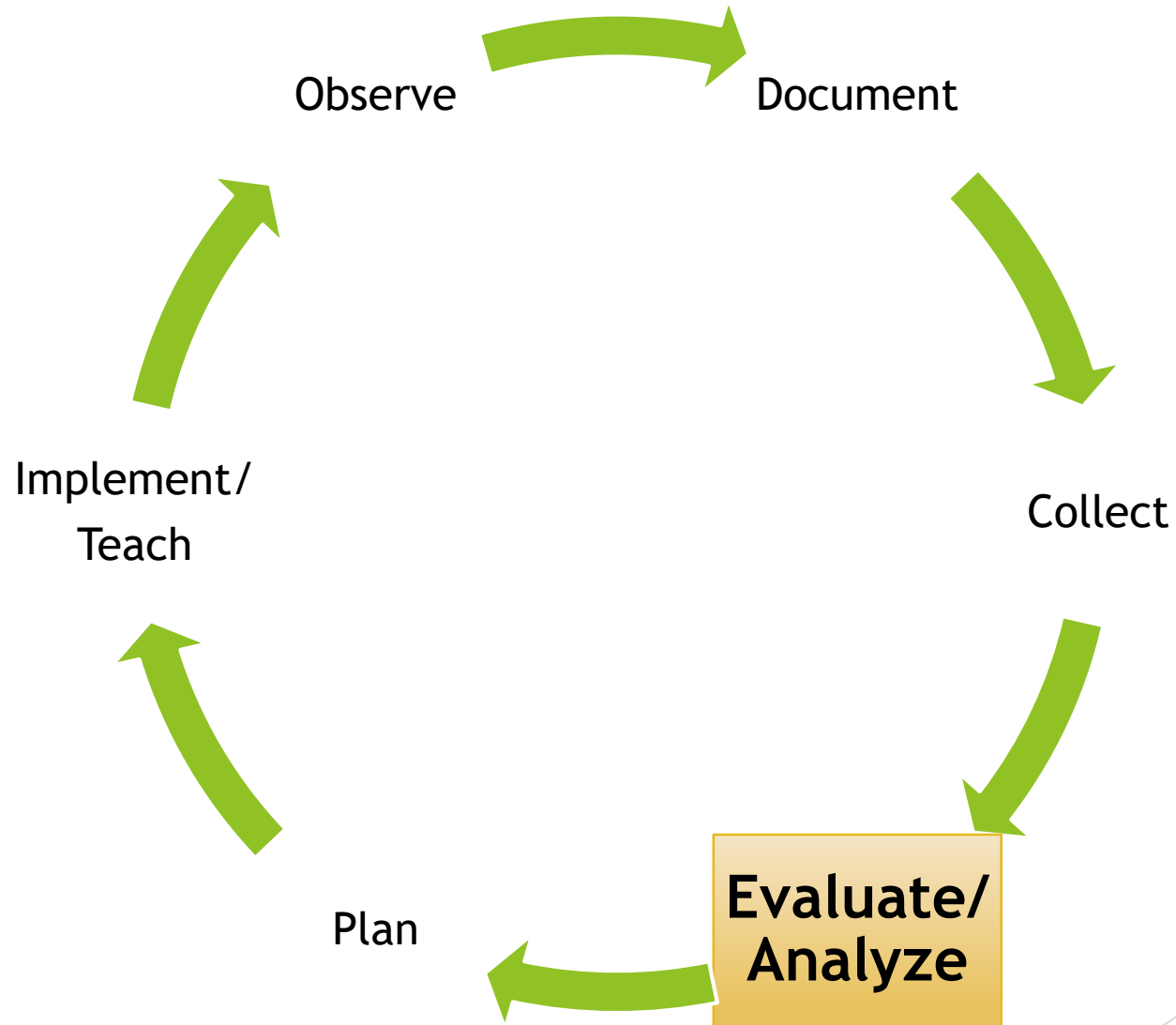
- ▶ I have made time for observing children, I have a variety of documented observations, organized by child and in some cases by focus area (I have a folder for literacy notes and math notes).
- ▶ NOW WHAT? Evaluating and planning take the data (what you have seen, written down, and organized) into the next phase: thinking about it and planning how to use it in your teaching.
- ▶ “How do I USE what I observe about children’s abilities to improve my teaching?”

Example

- ▶ To assess four-year-old Kathy, the teacher photographed Kathy and Josie playing together in the block area. Several days later, he made some notes about the conversation Kathy was having with another preschooler. On yet a third occasion, he saved a painting Kathy made with Josie. When it is time to evaluate Kathy's performance and progress, her teacher's judgments about her growing ability to interact with her peers will be based on these and other observations.

Jablon, J., & Dombro, A. (2001). Using what you learn from observation: A form of assessment. *Head Start Bulletin*, (70).

Process of Authentic Assessment



Let's Practice

Imagine that you have documentation of this interaction and you are reviewing it in order to evaluate/analyze what you see.

- ▶ What do you see?
- ▶ What do you wonder about?
- ▶ What would you want to find out next?
- ▶ How would you find it out?

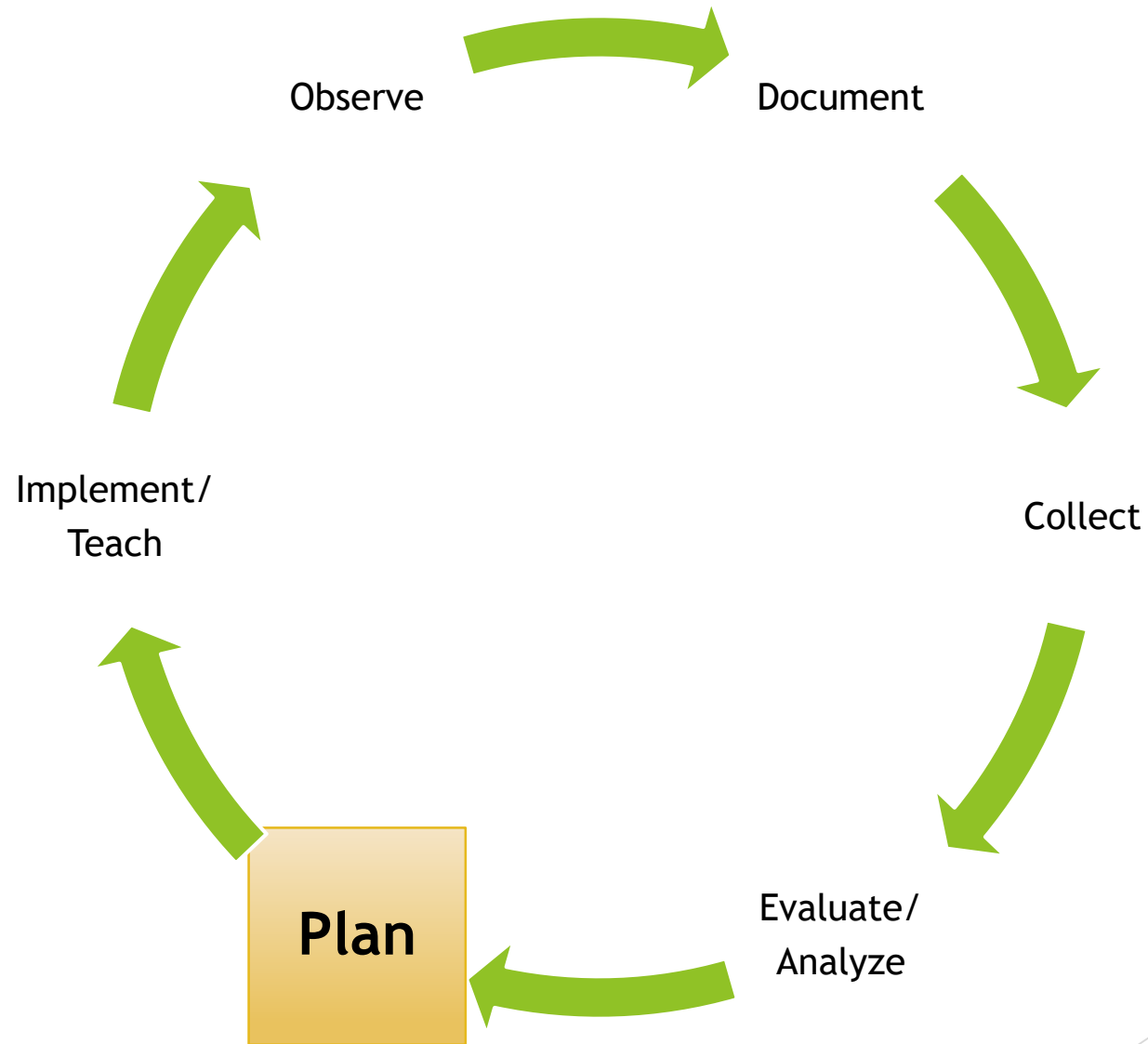
Playing in the block area, the back story:

Small group with handout

The video you observed happened on **Thursday**. Here is what you also know from this week. What do you think is going on? (Analyze/hypothesize)

Day	Event
Monday	Eli and Max build a garage together.
Tuesday	Eli and Max argue over which blocks to use. Max leaves and paints at the easel.
Wednesday	Max and Ryan remove blocks from Eli's structure and Eli pushes over Max and Ryan's tower.
Thursday	Max. spends 5 minutes in the block area with a truck going "beep" "beep" beep." Eli tells teacher he does not like the sound. Teacher helps Eli tell Max. Max leaves and tells other children not to clean up his structure.

Process of Authentic Assessment



Patrick

- ▶ Has an IEP related in part to difficulties with fine motor tasks. One of his goals is that he will use a spoon to feed himself.
- ▶ You have a combination of notes and photos that demonstrate Patrick feeding himself with his fingers, using drumsticks to play the drums, and scooping sand from the water table with a large shovel.
- ▶ In thinking about this, you realize/wonder...
- ▶ Based on this, you plan to...

Evaluation Uses, Data, and Standards

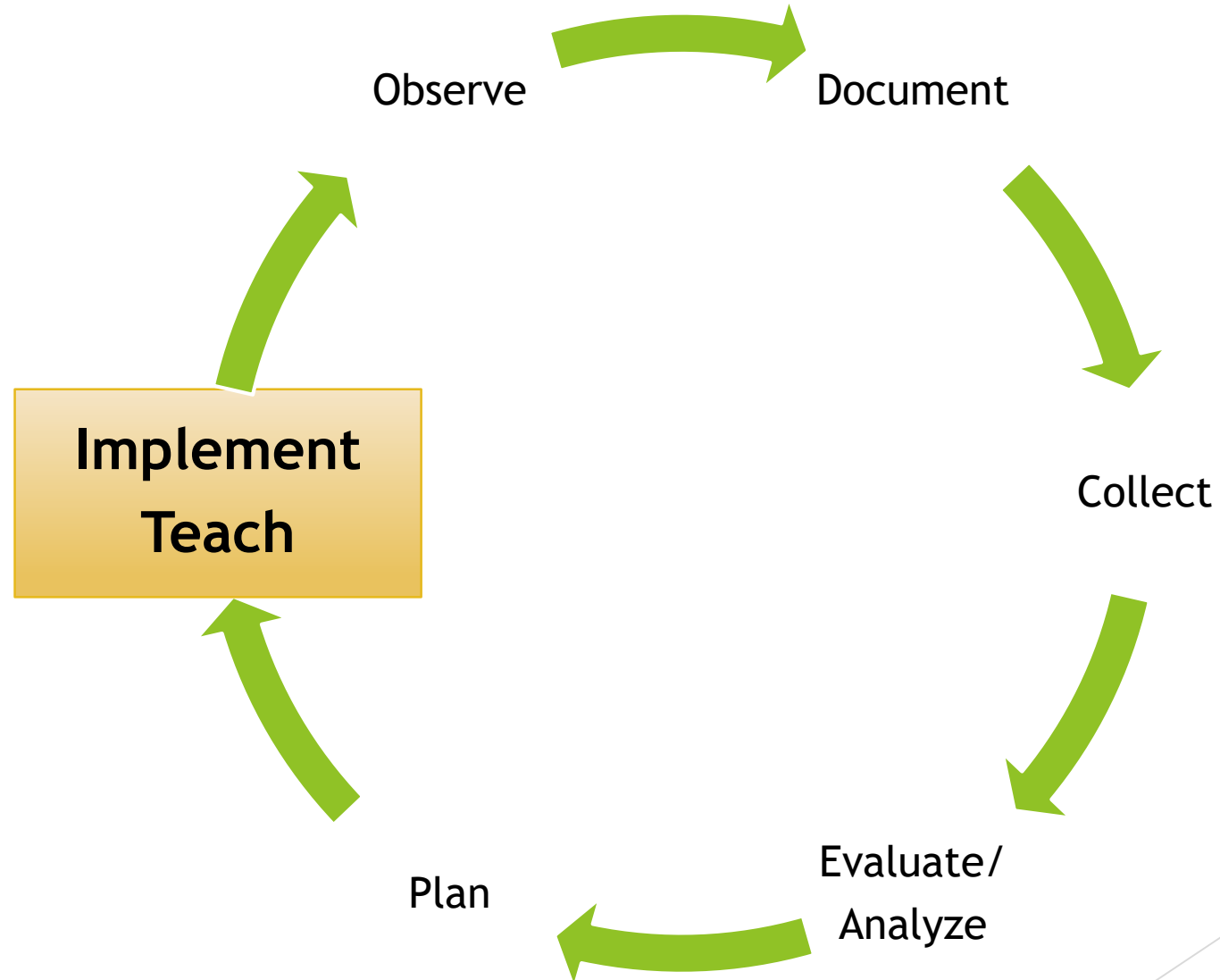
- ▶ Authentic assessment is informed by data and standards. What does “using data and standards” mean for Patrick?

Planning: Individual, Group, Lesson, Environment

- ▶ From noticing/documenting/organizing/reflecting to...making a plan
- ▶ Individualized support (ex., “Patrick”)
- ▶ Lesson plan?
- ▶ Environment?
- ▶ Specific: when/where/who/what/how often



Process of Authentic Assessment



Teaching plan

- ▶ IEP Goal from Last Month (Child to Right of Teacher): stay in circle time 2 minutes longer each week.
- ▶ Week 1: Child runs away from circle. Sits quietly in another part of the room reading a book.
- ▶ Week 3: Child stays in circle 5 minutes when sitting next to the teacher.
- ▶ Week 4: Child has difficulty sitting in one position. Moves from chair to floor to chair.
- ▶ Week 5: Child sits in small group for 10 minutes.
- ▶ Plan for circle, week 6: What do you think the plan was?

To think about:

Assessment is ongoing

- ▶ Teacher is outside an interaction, documents, plans ahead; observes from afar, takes notes, gathers information, plans something to do tomorrow or next week, and follows through.

▶ OR....

- ▶ Teacher is inside the interaction and “in the moment”:

For example, teacher notices Lucy putting number blocks in order. Lucy has been curious about numbers and playing with number tiles a lot lately. Teacher comes closer and asks if she can play, too. Lucy puts the “7” number next to the “5.” The teacher may assess, plan, and teach in this moment.

And THEN document!

ASSESSMENT is Ongoing

“Some people think of assessment as an end point-something you do to prepare a report for families or to meet a program's requirements. Actually, assessment should be used as an ongoing process to answer questions about children's growth and learning, and to find ways of supporting their development.

--Judy Jablon, Author of “The Power of Observation”

Aha Moments and a Goal

- ▶ What is ONE thing that will stick with you from this session—something new, an important reminder,--something that will make a difference in your practice?
- ▶ HOW/WHEN will it make a difference? Turn to your neighbor and share one goal that you will work on next week that relates to the Cycle of Assessment.

Resources

- ▶ CEED's Assessment Modules:

- ▶ <http://ceed.umn.edu/authentic-assessment-learning-modules-english/>

- ▶ <http://ceed.umn.edu/authentic-assessment-learning-modules-spanish/>

- ▶ Desired Results Access Project, Napa County Office of Education, Colorado; Larry Edelman, 2005; <http://www.cde.state.co.us/resultsmatter/RMVideoSeries>

- ▶ The Power of Observation for Birth through Eight, 2nd Edition Jablon, Dombro, Dichtelmiller, 1999, 2007, Teaching Strategies

- ▶ Basics of Assessment: A Primer for Early Childhood Educators. McAfee, Leong, Bodrova, 2004, NAEYC.

- ▶ Planning for Assessment, National Center for Quality Teaching and Learning, <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/assessment/iss/plan.html>

- ▶ http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=495

- ▶ Powerful Interactions: A Bridge Between Teaching and Assessment, Jablon, Stetson, Dombro,

- ▶ <http://static.squarespace.com/static/5266e711e4b06dd5866d0bfe/t/53f36182e4b0514b8e62c0e1/1408459138973/A%20Bridge%20Between%20Teaching%20and%20Assess.pdf>