# Authentic Child Assessment

# Participant Handouts

# Session 1

## Section C

### *Practice Using the Early Childhood Indicators of Progress Activity*

1. What are the components of the Language and Literacy Domain?

2. What social emotional domain subcomponent includes "communicates needs or wants using simple gestures, sign language, or vocalizations?"

3. List 2 social understanding and relationship skills you might expect of a typically developing 3 year old.

4. List the vocabulary and syntax skills you might expect of a typically developing 18 month old.

5. If you have a 2 year old in your care who is currently demonstrating interest in writing as a way of communicating, what goal(s) might you choose for that child?

*Section D*

Time _____ Setting _____ Date _____

# Guided Observation:

Purpose:

_____

Directions:_____

_____

_____

Site: _____ Date of Observation: _____

Provider's Name:

_____

Number and ages of Children:

1.

_____

2.

_____

3.

_____

4.

_____

5.

_____

6.

_____

7.

_____

Name _____ Setting _____ Date _____

## Checklist:

Purpose:

_____

Directions:_____

_____

_____

| Key to Responses | |
|---|---|
| **Yes** – characteristic observed | **No** – child showed lack of |
| characteristic | |

Site: _____ Date of Observation: _____

Child's First Name: _____ Age: _____

| Characteristics | Yes | No | Comments |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |

Name _____ Setting _____ Date _____

## Rating Scale:

Purpose:

_____

Directions:_____

_____

_____

### Rating Scale

1. Unwilling to attempt task.
2. Attempts task without success.
3. Achieves partial success (for examples, buttons coat partway)
4. Completes task with some difficulty.
Completes task with ease.

Site: _____ Date of Observation: _____

Child's First Name: _____ Age: _____

| | Rating | Comments |
|---|---|---|
| 1. | 1  2  3  4  5 | |
| 2. | 1  2  3  4  5 | |
| 3. | 1  2  3  4  5 | |
| 4. | 1  2  3  4  5 | |
| 5. | 1  2  3  4  5 | |
| 6. | 1  2  3  4  5 | |
| 7. | 1  2  3  4  5 | |

Name _____ Setting _____ Date _____

## Frequency Count:

Purpose:

_____

Directions:_____

_____

_____

Site: _____ Date of Observation: _____

|  | Observation 1 | Observation 2 | Observation 3 |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Name _____ Setting _____ Date _____

# Running Record:

Purpose:

_____

Directions:_____

_____

_____

Site: _____ Date of Observation: _____

Child's First Name: _____ Age: _____

Beginning Time: _____ Ending Time: _____

| Minute | Description of Behavior |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7. | |

# Session 2 and Session 3
## Section B

# Handout: Practicing the Authentic Assessment Cycle

## Data Analysis

Juliet is 3 years and 10 months old and attends a center-based childcare. Here are some assessment data for Juliet.

*Juliet sat in the library area for 15 minutes by herself and "read" three different books out loud. She was able to retell the story of the books even though she wasn't actually reading the book word for word. (September 17)*

*Juliet told me that she "sometimes has a bear in her backyard" while we read "Brown Bear, Brown Bear" during circle time today (September 19)*

*With teacher guidance, Juliet and Emma used magnets to find the first letters of their names. Juliet pointed out to Emma that Emma also has an "M" in her name.  (September 23)*

*During outside time, Juliet and David played a rhyming game with the teacher while they were on the swings. The teacher said, "Cat," Juliet said, "Bat," and David said, "Hat." The teacher then said, "Chair," David said, "Hair," and Juliet said, "Chair." The teacher said, "Dog," and Juliet said, "Frog." David said, "Frog" and then left the swing area. (September 25)*

1.  What data do you have? Individual or Group? Quantitative or Qualitative? Frequencies, averages, and/or scores? Anecdotal notes, running records, checklists, etc.? Who gathered the data (e.g., parent, childcare provider, etc.)?

2.  What developmental domain is represented here?

3.  What additional data would you like to have?

4.  What is your interpretation of the data/What are the data telling you?

5.  Write one goal for this child/group of children.

Head Start Preschool Classroom

| Name | Shows empathy and caring for others | Interacts easily with peers | Interacts easily with adults | Participates in the group life of the class | Shows initiative and self-direction |
|------|------|------|------|------|------|
| Amadeo | I | I | I | H | I |
| John | H | H | I | I | H |
| Robby | I | I | I | I | I |
| Suma | I | H | I | N | N |
| Ana | I | I | I | I | I |
| Sofia | I | H | I | I | I |
| Evan | N | H | I | N | N |
| Ian | I | I | I | I | I |
| Valentina | N | N | H | N | N |
| James | I | I | I | I | I |
| Frances | I | I | I | I | I |
| Abdi | H | N | N | N | N |
| Naja | I | H | I | I | I |
| Tina | I | I | I | I | I |
| Olivia | H | H | I | I | I |
| Anais | I | I | I | I | I |
| Hassan | I | I | I | I | I |
| Lily | N | N | I | N | N |
| Raina | H | H | I | I | I |

I = Independently; H = With Help; N = No

1. What data do you have? Individual or Group? Quantitative or Qualitative? Frequencies, averages, and/or scores? Anecdotal notes, running records, checklists, etc.? Who gathered the data (e.g., parent, childcare provider, etc.)?

2. What developmental domain is represented here?

3. What additional data would you like to have?

4. What is your interpretation of the data/What are the data telling you?

5. Write one goal for this child/group of children.

*Data Interpretation/Hypothesis Development*

1. Based on the data set you chose, how would you interpret these data? What do you think is going on?

2. Write at least two hypotheses based on the data you have.

3. What potential factors would make you re-think/revise your hypotheses?

*SMART Goal(s)*

*Reporting:*

- Who needs to know the information?

- What do they need to know?

- Are there any legal issues with reporting information?

- What is the best way to report the results?

- How will you know that the message has been received by the intended audience?

*Next Steps*

# Early Childhood Curriculum, Assessment, and Program Evaluation

Building an Effective, Accountable System
in Programs for Children Birth through Age 8

This resource is based on the 2003 Joint Position Statement of the **National Association for the Education of Young Children** (NAEYC) and the **National Association of Early Childhood Specialists in State Departments of Education** (NAECS/SDE). It includes the statement of position, recommendations, and indicators of effectiveness of the position statement, as well as an overview of relevant trends and issues, guiding principles and values, a rationale for each recommendation, frequently asked questions, and developmental charts.

The 30 page document above can be found at the following link:

https://www.naeyc.org/files/naeyc/file/positions/pscape.pdf