



Check for Understanding

AUTHENTIC ASSESSMENT

IN EARLY INTERVENTION

LEARNER'S VERSION

Developed by the Universal Online Part C EI Curriculum Workgroup –
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<http://universalonlinepartceicurriculum.pbworks.com/>

Instructions

Completing an online module is just one part of an effective professional development opportunity. This ***Check for Understanding*** includes multiple choice, reflective and case study questions to measure learner's understanding. Please be sure to check with your supervisor, coach or mentor to learn about what is expected of you with the following questions.

Multiple Choice Questions

Below you will find three multiple choice questions for each lesson. Answer each question and then check with your supervisor, coach or mentor.

Lesson 1: What is Authentic Assessment

1) Which term has a similar meaning as authentic assessment?

- a) Functional assessment
- b) Norm referenced evaluation
- c) Screening
- d) Eligibility determination

2) What are the two core activities of authentic assessment?

- a) Building relational and participatory skills
- b) Objective observation and gathering information
- c) Determining typical and atypical development
- d) Gathering information and discussing interventions

3) Which statement is objective and descriptive?

- a) Tony bit his brother because he doesn't like him.
- b) Gustavo crawled to the blocks, moved to a sitting position, and picked up four small blocks.
- c) Ella really likes music. She smiled and laughed when the radio was on.
- d) David runs around his house a lot.

Lesson 2: Understanding Why

1) What does the team learn by observing a child participating in daily routines?

- a) The child's strengths and needs related to the routine (what's working and what's not working)
- b) How a child integrates his/her developmental skills
- c) The child's interests and motivations
- d) All of the above

2) Functional IFSP outcomes are:

- a) Tied to test items from the child's eligibility evaluation
- b) Written to address one developmental domain
- c) Meaningful and measurable
- d) Based on the child's diagnosis or amount of developmental delay

3) What is NOT a benefit of using information gathered from authentic assessment to develop functional IFSP outcomes?

- a) Outcomes address family priorities.
- b) Outcomes are meaningful for the child and family. Meeting the outcome will help the child participate in his/her daily routines.
- c) Team members are able to identify intervention supports and strategies that are strength based rather than deficit based.
- d) Authentic assessment identifies the child's exact percentage of developmental delay.

Lesson 3: Who, Where, When, Within

1) Who participates and provides input during authentic assessment activities?

- a) The child's parents
- b) Other caregivers who spend time with the child
- c) Early intervention providers
- d) Service coordinators
- e) All of the above

2) How do you determine where to conduct an authentic assessment?

- a) Authentic assessment always occurs in the child's home.
- b) Authentic assessment always occurs in the EI provider's/service coordinator's office.
- c) Authentic assessment always occurs in the natural environment where the child and caregivers typically spend time.
- d) Authentic assessment always occurs in a clinic or doctor's office.

3) The questions providers use to gather information during authentic assessment should be:

- a) Direct and subjective
- b) Vague and respectful
- c) Concise and biased
- d) Open-ended and non-judgmental

Lesson 4: Putting It All Together

1) Authentic assessment can be used to:

- a) Learn about a family's concerns and priorities
- b) Learn about a child's progress
- c) Gather information to support the child outcomes ratings
- d) All of the above

2) Which question would NOT assist the EI provider with conducting an authentic assessment?

- a) What seems to motivate her to want to crawl?
- b) What activities do Cara's grandparents do with her while she is staying with them?
- c) Can Tom stack four cube blocks?
- d) How does Kaela feed herself? Does she use a spoon, a fork, or her fingers?

3) Where might you find additional tools to support your use of authentic assessment?

- a) Division for Early Childhood (DEC) website
- b) Early Childhood Technical Assistance (ECTA) Center website
- c) Your supervisor, team lead, mentor, or coach
- d) All of the above

Reflective Questions

Review and complete the following reflective questions after you have finished all lessons within the online module entitled, **Authentic Assessment in Early Intervention**. Answer each question and check with your supervisor, coach or mentor.

1. Review the **Authentic Child Assessment** Practice Guide and watch the related video.
http://ectacenter.org/~pdfs/decrp/PG_Asm_AuthenticChildAsm_prac_print_2017.pdf. Although many of the suggestions focus on classroom routines, the same principles can apply to routines in the home or other community settings.

After you use authentic assessment for a few months, consider the children and families you serve.

Have you noticed:

- Children participating in more everyday classroom, home or community activities?
- Children engaging in multiple learning opportunities in everyday classroom, home, or community activities?
- Children using new behavior when interacting with people and materials?

Share your observations with your supervisor, coach, or mentor.

2. In your experience, are families more likely to practice and implement intervention strategies based on functional IFSP outcomes and information from authentic assessment? Why do you think this happens?

Share your thoughts with your supervisor, coach or mentor.

3. Review the ***Partnering with Your Child's Assessment Team Members*** Practice Guide and watch the related video.

http://ectacenter.org/~pdfs/decrp/PG_Asm_PartneringwithYourChildsAssessmentTeam_family_print_2017.pdf

Which suggestion is the most meaningful to you?

Besides the ones offered in the handout, do you have any additional tips or suggestions to provide to families about participating in authentic assessment?

Identify how you are currently using this handout with families, or how you plan to use it in the future. If not, how might you plan to use this handout with families?

Share your ideas with your supervisor, coach, or mentor.

4. The modules discussed multiple early intervention processes when EI staff can use authentic assessment. Within which processes are you currently using authentic assessment?

Identify three children and families you serve. Expand your use of authentic assessment to include at least two additional early intervention processes with these three children. Develop a plan for how you will implement authentic assessment in these additional processes and how you will use the information from the authentic assessments. For example, if you have an upcoming IFSP review, how might you use authentic assessment to help prepare and contribute to the review and potential modifications to the plan?

Share your plan with your supervisor, coach or mentor.

5. What do you do to encourage families to identify and build upon their child's strengths and celebrate success?

Some children you serve may have significant delays. How do you help families identify and celebrate successes that may be less obvious than the major developmental milestones?

Share your thoughts with your supervisor, coach or mentor.

6. Each lesson of this module focused on the benefits of using authentic assessment. In your experience, what are the benefits or positive outcomes of using authentic assessment?

Have you experienced any challenges? How have you overcome these obstacles?

Share your thoughts with your supervisor, coach or mentor.

Case Stories

Review and complete the following reflective questions associated with each case story after you have finished all lessons within the online module entitled, ***Authentic Assessment in Early Intervention***. Answer each question and check with your supervisor, coach or mentor.

1. Watch these two video clips of Gabby.

Gabby: <https://youtu.be/rfVPpW-FZkE>

Colorado Department of Education Results Matter Video Library

Gabby and Nicholas: <https://youtu.be/hZRpbqQpABU>

Colorado Department of Education Results Matter Video Library

Write at least five objective, descriptive observations of Gabby's skills from these video clips.

1.

2.

3.

4.

5.

Share your observations with your supervisor, coach or mentor.

2. Mariella, who qualifies for your early childhood intervention program with a medical diagnosis, has recently transferred from another state's Part C program. When reviewing her previous IFSP, you notice that her IFSP outcomes have a lot of clinical jargon and seem to be based on evaluation test items. You also notice that each outcome is focused on a single developmental area. Based on your program's procedures, you schedule an IFSP team meeting to develop a new IFSP. Before the IFSP meeting, you meet with Mariella's mother, Stella, to prepare her for the IFSP meeting. *How would you explain authentic assessment to Stella?*

After your explanation of authentic assessment, you explain that Mariella's IFSP outcomes will look different from her previous outcomes. They will be more functional and based on her daily routines. Stella seems a little upset. She says she had a wonderful experience in the previous program and Mariella made a lot of progress. Her previous pediatrician also thought her outcomes were appropriate based on her medical diagnosis. *What information would you provide to Stella to help her understand how functional outcomes can benefit Mariella and make intervention strategies easier to implement?*

Stella agrees to develop functional IFSP outcomes. However, she is skeptical if Mariella's progress can be measured if the team isn't using evaluation test items as criteria. *How will you explain how information gathered from authentic assessment can be used to measure Mariella's progress?*

Share your responses with your supervisor, coach or mentor.

3. View the video clip for Lily: <https://youtu.be/w9XGxwtPPYw>

Colorado Department of Education Results Matter Video Library

What additional questions would you ask Lily's caregivers and family to complete her authentic assessment?

List five objective, descriptive observations of Lily.

1.

2.

3.

4.

5.

Describe some ways that this information could help lead to a functional IFSP outcome for Lilly. Lilly's family wants her to be able to move to where she wants to go without them picking her up and carrying her. They report she seems frustrated and cries when she can't get to where she wants to go. What questions might you ask and/or suggestions might you propose for the team to consider if you were working to develop a functional IFSP outcome for Lilly with her family and other team members?

Write three intervention strategies you would suggest for Lilly's caregivers given what you know about their priorities, what you learned through your observations and what you anticipate to be included in the IFSP once team members discuss and develop IFSP outcomes.

1.

2.

3.

Share your responses with your supervisor, coach or mentor.