

# Authentic Assessment

*Alignment with Professional Practices*

**Marisa Macy, Ph.D.**

**John P. Ellbogen Foundation Professor of Early Childhood Education**



# Overview

- Assessment definition
- Discuss authentic assessment
- Standards for authentic assessment
- Case Study
- Q & A









“... the science of examining the *strange* behaviors of children in a *strange* situation with *strange* adults for the *briefest* possible periods of time.” ~Urie Bronfenbrenner



# Assidere

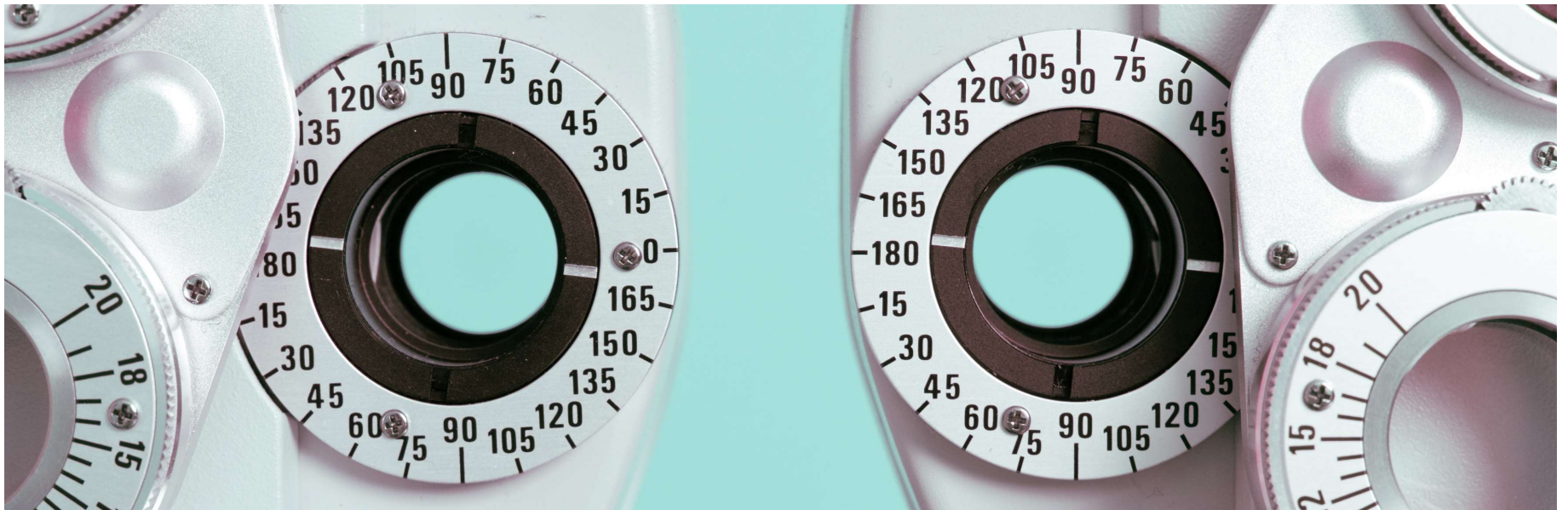


# Observation



*A Picture is  
Worth a  
Thousand  
Words.*

“I will train my eyes to see,” ~Bruce Springsteen





# Close



A Lens for Observing  
Child Development & Learning  
**Close Up**

# Far



A Lens for Observing  
Child Development & Learning  
**Far Away**

# Authentic Assessment

- ❖ Observation-based
- ❖ Developmentally-appropriate
- ❖ Collaborative





## Authentic and Attached Relationships

❖ Relies on the observations, reports, and judgments of familiar and knowledgeable caregivers in a child's life with whom the child has an attachment relationship



# Authentic Routines



- ❖ Occurs during everyday routines and activities across multiple people
- ❖ Across multiple settings

# Authentic Strengths

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Focuses on individual strengths, while also documenting the child's less well-developed competencies





## Authentic & Functional Skills

- ❖ Assessment should be viewed as embedded within the program's instructional and therapeutic goals and activities on a daily basis
- ❖ Effective communication begins with nurturing a trusting relationship with parents and family members



# Alure of Alternative Assets



- ❖ Trusting relationships with families will enhance collaboration
- ❖ Avoid reports focused on deficits
- ❖ Highlight “assets”

**Choose authentic assessment  
measures to describe child  
capabilities and needs**

- ❖ All measures must be chosen based on the extent to which they enable parents and professionals to plan a child's individualized program of instruction and therapy





Table 1

*Comparisons Between Conventional v. Authentic Assessment Approaches*

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	Functional goals may be written	Curriculum instruction planned	Program efficacy and monitoring may be evaluated
Assessment Approaches:			
Conventional	no	no	maybe ( <i>probably not</i> )
Authentic	yes	yes	yes

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# Standards for Authentic Assessment

Acceptability

Authenticity

Collaboration

Evidence-base

Multi-factors

Sensitivity

Universality

Utility



# Standard of Acceptability



**Acceptability:** families and other familiar caregivers find acceptable.

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# Acceptability



Worthwhile assessment items with skills that parents and professionals would find important. Example, child brings hands to midline to put food in mouth.

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# Standard of Collaboration

**Collaboration:** family- and culture-centered practices that support family and team engagement.



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# Collaboration

Family and professionals from different fields collaborate with one another to observe children during typical activities and routines.



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# Standard of Authenticity



**Authenticity:** naturally occurring skills/behaviors during everyday routines and activities. Skills are observable and functional for the child to navigate their daily life.

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# Authenticity

Skills that are meaningful to the child focus on genuine competencies that make a difference for individual child. Like the child, “gets across the room to retrieve an object of desire” rather than the child “walks across the room to retrieve a book.” Authenticity also refers to the way the assessment is conducted. How the environment, materials, and other contextual cues can help gather meaningful data.



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# Standard of Evidence



**Evidence-base:** practices and measures that have been field-validated and incorporate evidence-based practices and tools that address needs of children from diverse linguistic, disability, cultural, and socioeconomic backgrounds.

# Evidence-base



For example, many conventional tests lack research to show they can accomplish the purpose of their assessment for all children (e.g., screening, eligibility determination for special services, program planning, progress monitoring, etc.).

# Standard of Multiple Factors



**Multi-factors:** multiple situations across settings, with multiple people including familiar caregivers, using multiple methods and multiple time points for ongoing data collection



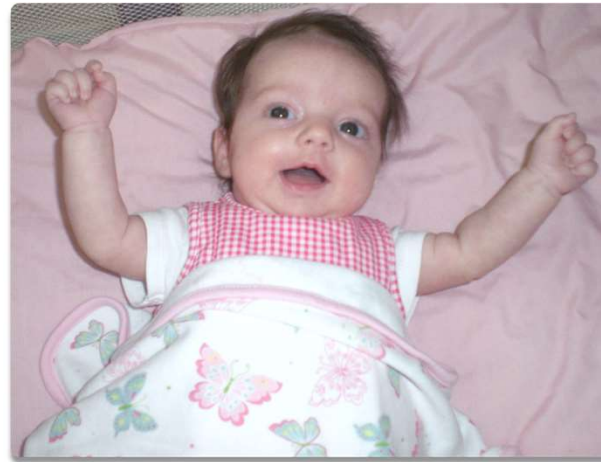
# Standards for Authentic Assessment: Multi-factors



For example, different situations can produce different outcomes. Assessing a child outdoors in the snow may generate different results than in their living room of their house.

# Standards for Authentic Assessment

**Sensitivity:** graduated scoring, hierarchical skill sequences that are functional items, and enough items and coverage of skills to sufficiently notice performance and changes in performance that are both quantitative and qualitative.



## Standards for Authentic Assessment: Sensitivity



For example, measures that have greater item density may be more sensitive because there are increased opportunities to observe skill(s).

# Standards for Authentic Assessment



**Universality:** assessment items that allow for alternate materials, responses, and/or design features that would elicit an individual child's functional capabilities. Equitable designs promote universal design concepts that acknowledges differences and can allow for adaptations based on what an individual child may need.



# Standards for Authentic Assessment: Universality

For example, multiple means of being able to show the skill that could include adaptations based on the child's abilities and motivation.



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# Standards for Authentic Assessment

**Utility:** practices and measures that are useful for creating linkages between assessment, curriculum, intervention/instruction, and allow observation of changes through monitoring a child's performance over time.



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# Standards for Authentic Assessment: Utility



Goals developed by assessor who is unfamiliar to the child may lack usefulness because they do not know the child very well. For example, the information gleaned from the assessment leads to more opportunities to serve the child that are helpful like data that leads to high quality individualized goals, individualized instruction/intervention/curricular content, tracking progress, and more.

Table 2

*Authentic Assessment Standards for Professional Development*

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	Pre-service	In-service
<b>STANDARDS</b>		
Acceptability	yes	yes
Authenticity	yes	yes
Collaboration	yes	yes
Evidence-base	yes	yes
Multi-factors	yes	yes
Sensitivity	yes	yes
Universality	yes	yes
Utility	yes	yes

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*Note.* Adapted from Bagnato & Macy, in press.

# NIENTE SENZA GIOIA

## “Nothing Without Joy”



Reggio Emilia Approach on learning with joy captured in the poem called “Hundred Languages.”

**The Hundred Languages**  
**NO WAY, THE HUNDRED IS THERE**

The child is made of one **hundred**.  
The child has  
a **hundred** languages  
a **hundred** hands  
a **hundred** thoughts  
a **hundred** ways of thinking  
of playing, of speaking.

A **hundred**.  
Always a **hundred**  
ways of listening  
of marvelling, of loving  
a **hundred** joys  
for singing and understanding  
a **hundred** worlds  
to discover  
a **hundred** worlds  
to invent  
a **hundred** worlds  
to dream.

The child has  
a **hundred** languages  
(and a **hundred hundred hundred** more)  
but they steal ninety-nine.  
The school and the culture  
separate the head from the body.  
They tell the child:  
to think without hands  
to do without head  
to listen and not to speak  
to understand without joy  
to love and to marvel  
only at Easter and at Christmas.  
They tell the child:  
to discover the world already there  
and of the **hundred**  
they steal ninety-nine.  
They tell the child:  
that work and play  
reality and fantasy  
science and imagination  
sky and earth  
reason and dream  
are things  
that do not belong together.  
And thus they tell the child  
that the **hundred** is not there.  
**The child says:**  
**No way. The hundred is there.**

-Loris Malaguzzi  
Founder of the Reggio Emilia Approach

A collection of 15 simple line drawings of faces with various expressions and features, arranged around the text.





*Tests do not make decisions,  
people make decisions.*



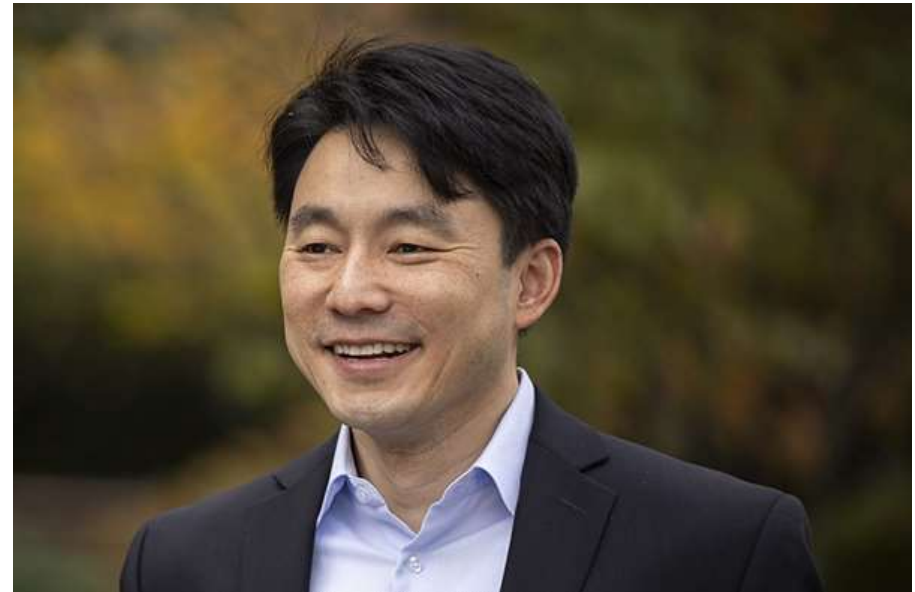
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## Episode 63



“Think about the Simple Interaction tool as me putting on my glasses. I'm a little near sighted, so sometimes the things I look at seem a little fuzzy. I put on my glasses, voila, it's clear.” ~Dr. Junlei Li, Harvard professor, and developer of authentic assessment called

*Simple Interactions.*



# Authentic Assessment



A Lens for Observing  
Child Development & Learning





Q & A



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**The important thing is  
not to stop questioning.  
Curiosity has its own  
reason for existing.**

*~Albert Einstein*

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**Thank  
you**

Participants!  
Denise Luscombe  
&  
PRECI!





**Email:**

[mmacy2@uwyo.edu](mailto:mmacy2@uwyo.edu)

