

Authentic Assessment

A Professional Development Workgroup Review

ND Early Childhood Conference

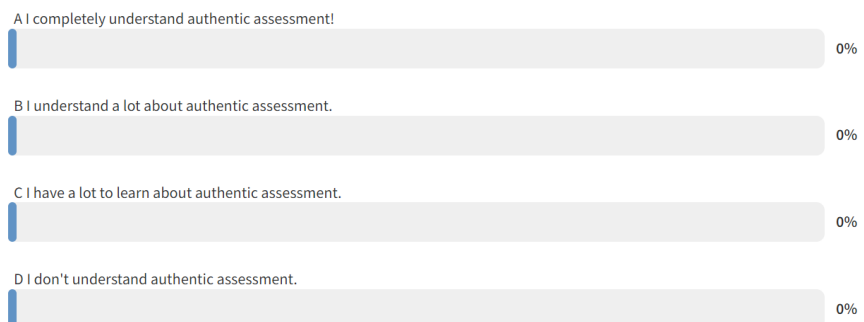
Bismarck, ND

4.11.25

PD Workgroup Members: Jerolyn Austin, Sandra Herr, Ashley Johnson, Carol Johnson,
Stacey Miller, Jill Staudinger, Kristen Votava

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Authentic Assessment: Rate your expertise in authentic assessment.

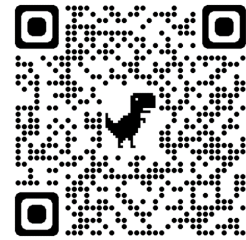


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DEC Recommended Practices

DEC RP



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Authentic Assessment: What is your definition?



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"Authentic assessment captures real-life behavior in everyday settings and routines. It has the flexibility to accommodate the functional limitations of children with various disabilities. It enables children to show what they can really do in a way possible, not merely the way prescribed by the test."

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What is the difference between Assessment and Evaluation in EI?

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Assessment Purpose

- + To create a non-judgemental picture of the child and family's real life that guides our work in providing individualized support.



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WHAT IS THE DIFFERENCE BETWEEN
NORM-REFERENCED AND CRITERION REFERENCED?

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Norm-Referenced vs Criterion Referenced



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Norm-Referenced vs Criterion Referenced



- This test allows you to adapt based on the child and family, using the child's toys and household items.
- Not designed to aid in programming.
- The items were chosen for a statistical reason.
- Focuses on skill rather than an age level.
- Items are included because 50% of children completed that item at the age range.
- The items were not chosen because of their importance for meaningful development or life skills.
- This test uses observation and parent report.
- The use of the single score test is *only* for an age level and should not be used for programming.
- This test relies on checklists.

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Norm-Referenced vs Criterion Referenced

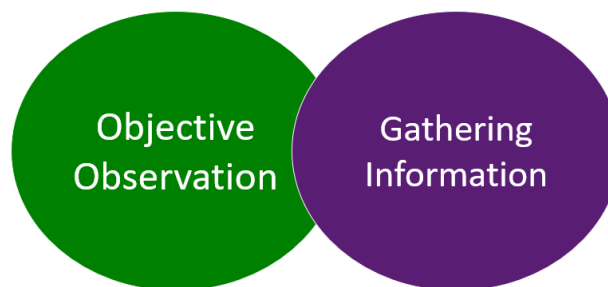


- This test allows you to adapt based on the child and family, using the child's toys and household items. **-C**
- Not designed to aid in programming. **-N**
- The items were chosen for a statistical reason. **-N**
- Focuses on skill rather than an age level. **-C**
- Items are included because 50% of children completed that item at the age range. **-N**
- The items were not chosen because of their importance for meaningful development or life skills. **-N**
- This test uses observation and parent report. **-C**
- The use of the single score test is **only** for an age level and should not be used for programming. **-N**
- This test relies on checklists. **-C**

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Authentic Assessment

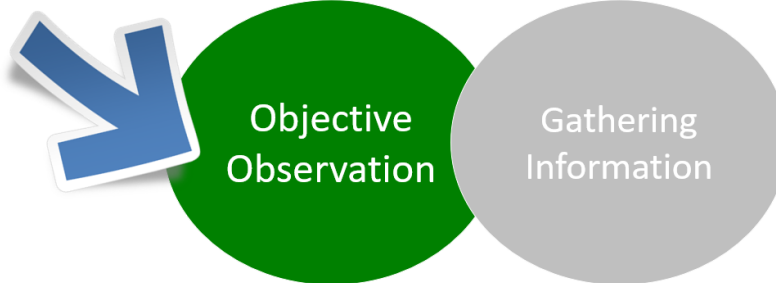
Two Core Activities



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Objective Observation

- what is actually seen
- simply stating the facts

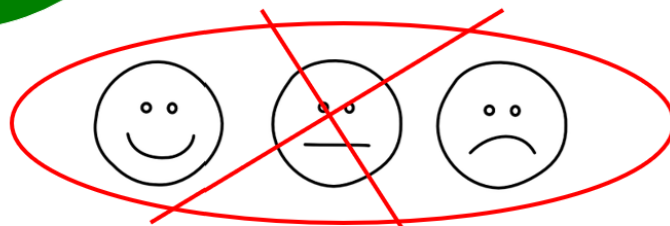


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Objective Observation

Not influenced by:

- opinions or personal interpretations
- judgments
- emotional feelings



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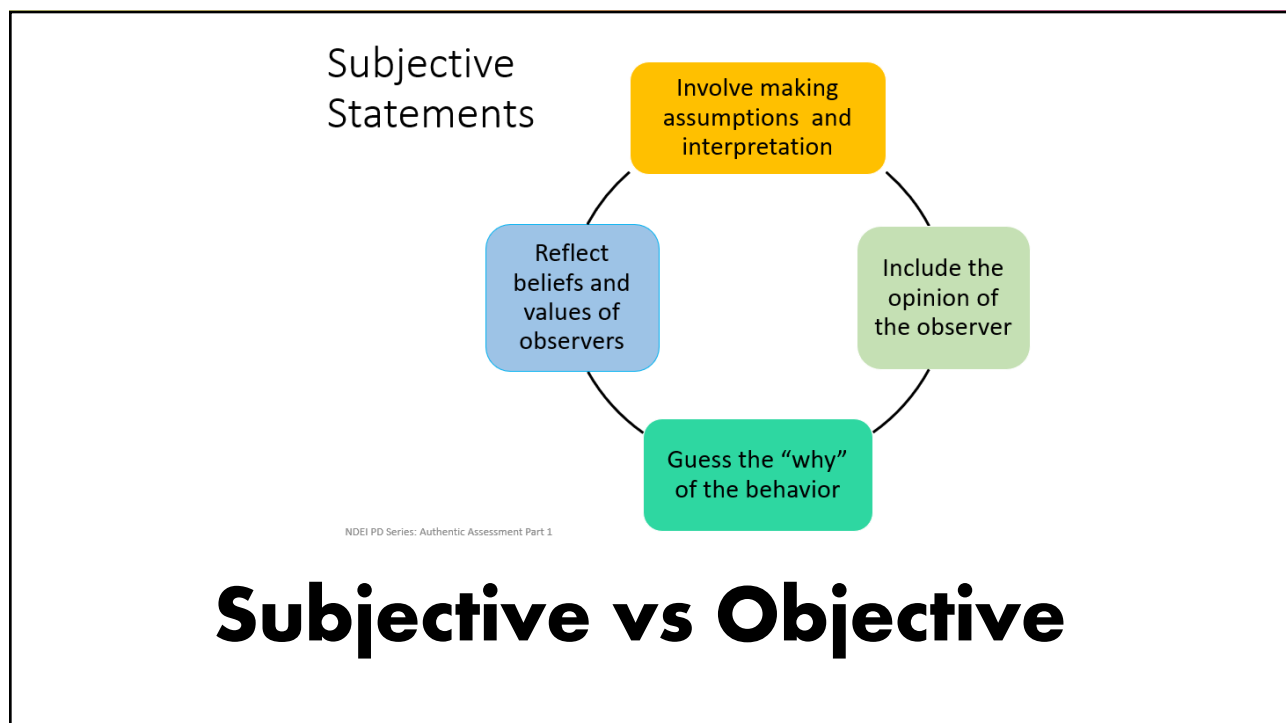
Just the facts

Benji picked up the small soccer ball with one hand.


Abby verbalized "ear" when she handed the doll to her mom.

Objective vs Subjective

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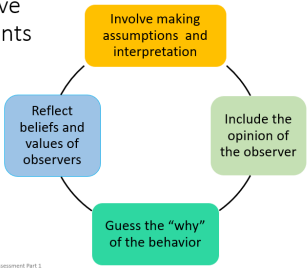
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Case Study: Subjective vs Objective

- + What is a subjective statement to describe this situation?
- + What is an objective statement to describe this situation?

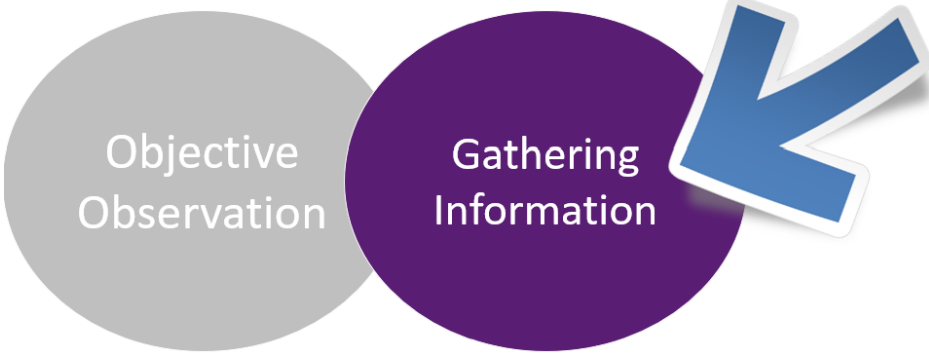
Subjective Statements



NOTE: PLO Series: Authentic Assessment Part 1.

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Helps the team recognize child's strengths and family's priorities



Gathering Information

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Gathering Information

- Create a safe space to share information.
- Use open-ended questions.
- Share your observations.



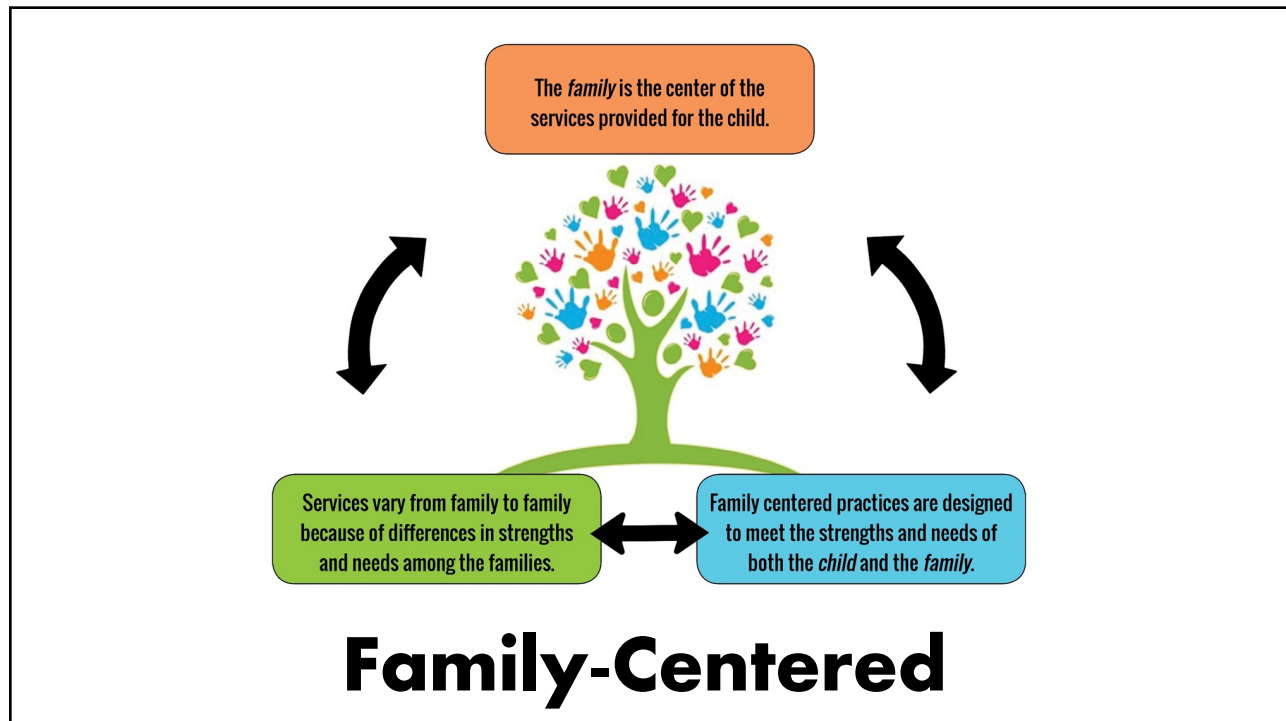
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Listening Skills

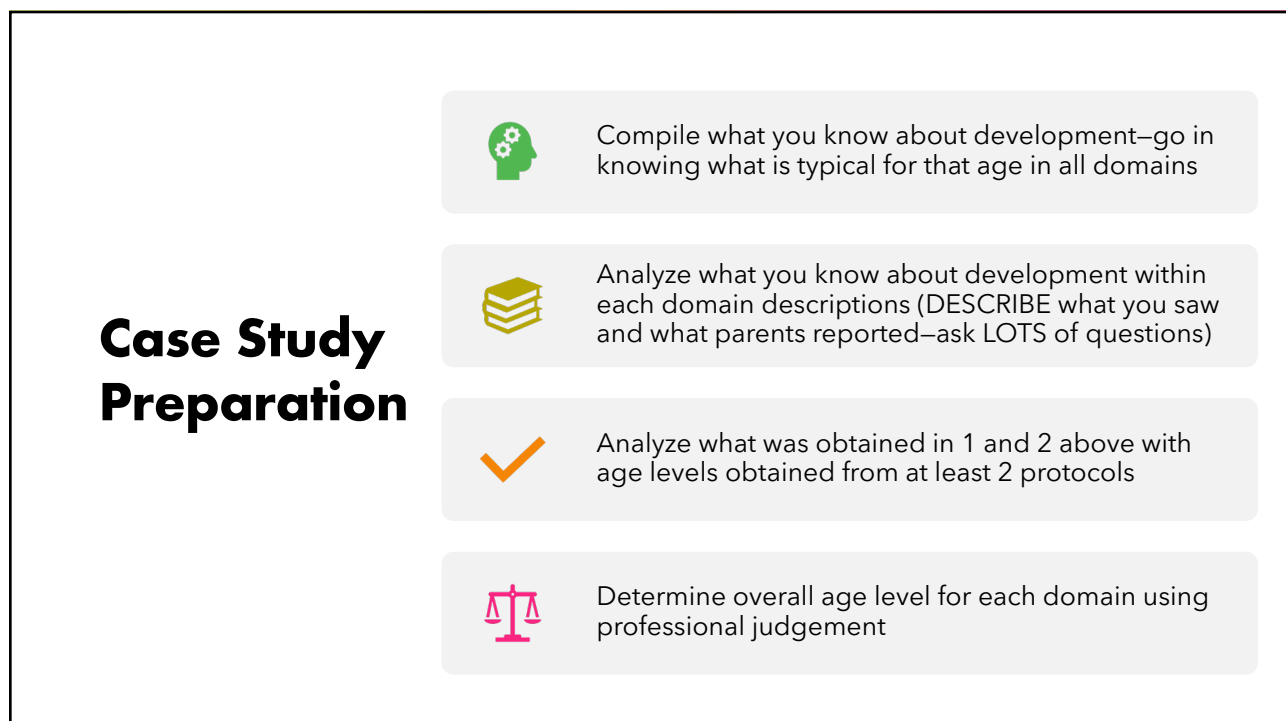


Active Listening


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Case Study: The Referral

- + Ema is 26 months, 16 days (26.53 months)
- + Ema was referred to Early Intervention by her mother who learned about early intervention from a friend.
- + Ema's parents are concerned with her difficulty expressing herself. She has tantrums when they don't understand what she wants.
- + Ema's go-to sound is "uh" when she needs something.
- + Ema talks to them as if she is speaking another language.
- + Ema's parents are frustrated that she won't say things when they ask her (e.g., label baby/ball) when they know she can say the words.
- + They are not as concerned with what she understands.

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What are the developmental expectations for a 26-month-old in expressive and receptive language?

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Receptive: Examples of what was gathered from intake, parent report, observation, and test protocols

- + Ema understands words common commands such as "Come here", "Wave Bye", "Give me a hug."
- + Ema recognizes specific words like her name—turns her head or comes when called. She looks for her parents when asked, "Where's Mom/Dad?", goes to the bathroom when told it is time for a bath, the kitchen when told it time to eat, and the front door when told it is time to go bye-bye.
- + Ema follows directions that require her to do an action best when her parents support her with a finger point such as "Go get your shoes," "Give this to Daddy," "Throw your diaper in the garbage".
- + Ema locates some of her favorite play objects when they are near one another on the floor: her baby doll, a ball, a book without a finger point, but needs support for less played with items (e.g., blocks, rings stack, puzzles, etc.)
- + Ema is unable to follow novel directions without cues: e.g., Put a random object on the table, retrieve an object from another room.
- + Ema's parents report she imitates them when pointing to most body parts, but can usually locate her feet, hands, nose and mouth upon request.
- + Ema enjoys looking at pictures in books when she can hold the book. She randomly points to pictures and likes it when others name what she points to.
- + Ema usually locates a baby and ball in pictures. When asked to point to other common pictures, she excitedly touches each picture on the page. She loses interest quickly when a story is read aloud.
- + When left to play with random objects, Ema combines objects that go together (cup and spoon, baby and bottle). Ema spontaneously feeds her baby with a bottle. She does not follow directions when asked to feed her baby with a spoon, give her baby a drink from a cup, or put her baby doll to sleep. Ema prefers to play with her baby doll on her own terms.

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Expressive: Examples of what was gathered from intake, parent report, observation, and test protocols

- + Parents report Ema uses her hands to accompany sounds using lots of animation when talking to her family but has very few words she can actually say.
- + Ema's favorite word is "no" and she shakes her head for yeah.
- + Ema refers to her parents as "Mom" and "Dad"; however, Ema often still refers to her dad as "Mom".
- + Ema has no words to meet a need. Ema's parents report Ema goes to the area of she wants or needs and points or reaches and grunts "uh" toward the desired object or cries until they figure out what she wants.
- + Ema says an approximation of "hello" on her play phone and then continues the "conversation" using "gibberish."
- + Ema's parents report that Ema often "talks" as if she's speaking another language throughout her day.
- + Ema's parents report Ema may say "ah-da" for all done along with the sign when they ask her if she is all done.
- + Ema labels two objects "baby" and "ba"--ball spontaneously. She cannot label these objects or pictures of them upon request. When asked, What's this?, Ema stares blankly for a few seconds before resuming her play or says "Da".
- + Ema imitates an approximation for "cookie" in one book, but she cannot say when she wants a "cookie" to eat or label cookies in other books.
- + Other word approximations her parents have heard her say inconsistently include "ba-ba"--bubble, "l"--eyes, "no"--nose, "mo"--more, "ah-pa"--apple, "wa-wa"--water, and "peeze"--please.
- + Dad shared they have been working on teaching Ema to say "I love you" for months with no progress.
- + Ema did not imitate any words during the evaluation and gets frustrated when her parents try to get her to say words.
- + Ema makes a "brring" raspberry sound when pushing a toy car. She has said "moo" but doesn't make many animal sounds.

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Protocol Scores

Test Protocol	Skill Level	Composition Score*	Percentile Rank**
Bayley-4			
Cognitive	24 months	90	25
Language		63	1
Receptive Communication	18 months		
Expressive Communication	11 months		
PLS-5			
Auditory Comprehension	17 months	73	4
Expressive Communication	22 months	85	16
Total Language	19 months	78	7
Reel-4			
Expressive	11 months	70	2
Receptive	14 months	78	7
Test Protocol	Approximate Developmental Level		
E-LAP			
Gross Motor		24 months	
Fine Motor		24 months	
Cognitive		24 months	
Language		15 months	
Self-Help		21 months	
Social/Emotional		24 months	

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Protocol Scores: AEPS

Test Protocol	Area Score	Cutoff Score	Result
AEPS			
Fine Motor	13	13	Falls at or below the range for typically developing children, indicating development is delayed
Gross Motor	17	18	Falls at or below the range for typically developing children, indicating development is delayed
Adaptive	9	9.5	Falls at or below the range for typically developing children, indicating development is delayed
Cognitive	19	20	Falls at or below the range for typically developing children, indicating development is delayed
Social-Communication	9	13	Falls at or below the range for typically developing children, indicating development is delayed
Social	8	9	Falls at or below the range for typically developing children, indicating development is delayed

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Age Level Determination

Percentage Delay based on Ema's age of 26.53 months (26 months, 16 days)

Developmental Domain*	Age Level	Percentage of Delay
Cognition	24 months	10%
Receptive Language	18 months	36%
Expressive Language	15 months	56%
Social-Emotional	18 months	32%
Gross Motor	22 months	17%
Fine Motor	24 months	10%
Adaptive Behavior	21 months	21%

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Receptive Language

Ema understands some words used within her daily routines. Her parents report Ema comes when they call out to her by name or when she say, "Come here". Ema also waves "bye" to friends and family upon request. Today, Ema looked toward each parent when asked, "Where's Mom/Dad?". Ema's parents reports she recognizes words used to describe actions/routines in her home. For example, Ema, goes to the bathroom when told it is time for a bath, the kitchen when told it time to eat, and the front door when told it is time to go bye-bye. It appears Ema follows directions that require her to do an action best when her parents support her with a finger point such as "Go get your shoes," "Give this to Daddy," "Throw your diaper in the garbage". Ema also locates some of her favorite play objects when they are near one another on the floor in the living room. Today Ema located her baby doll, a ball, a book upon request. She could not locate other items without a finger point to guide her such as her blocks, ring stack, or puzzles. Ema's mother attempted to get Ema to follow novel direction without cues. She asked Ema to put her cup on the table, which is a task Ema has not performed before. Ema appeared confused and grew angry at her mother as she recognized that she did not understand the request and threw the cup at the wall. When Ema's dad asked her to get a blanket from her room, Ema threw herself onto the floor in frustration screaming, "no".

Ema's parents report she imitates them when pointing to most body parts, but can usually locate her feet, hands, nose and mouth upon request. Ema refused to locate any body parts on herself or a baby doll during the evaluation. Ema enjoys looking at pictures in books when she can hold the book. She randomly points to pictures and likes it when others name what she points to. Ema's parents report she usually locates a baby and ball in pictures. When asked to point to a baby and ball in the evaluators' books, Ema refused, but she did point to both the baby and ball in her book when her parents asked her. This suggests Ema may not be able to generalize her picture identification skills. Ema's parents report she also loses interest quickly when a story is read aloud. Ema threw the book when her parents attempted to read to her during the evaluation. When left to play with random objects. Ema combines objects that go together (cup and spoon, baby and bottle). Ema spontaneously feeds her baby with a bottle. She does not follow directions when asked to feed her baby with a spoon, give her baby a drink from a cup, or put her baby doll to sleep as Ema prefers to play with her baby doll on her own terms. This suggests Ema may not be able to divide her attention to listen to a direction and perform an action.

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Receptive Language: Subjective Statements

- + It appears Ema follows directions that require her to do an action best when her parents support her with a finger point such as “Go get your shoes,” “Give this to Daddy,” “Throw your diaper in the garbage”.
- + Ema appeared confused and grew angry at her mother as she recognized that she did not understand the request and threw the cup at the wall.
- + This suggests Ema may not be able to generalize her picture identification skills.
- + This suggests Ema may not be able to divide her attention to listen to a direction and perform an action.

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Recommendations

Positive social emotional skills:

- + Increase Ema’s social word use with peers in play and when spending time with her family. Since Ema loves to sing and dance, consider singing words as a tool for building vocabulary and word pairing.
- + Continue to engage Ema in peer play. Practice power words Ema can use with her peers and brother.

Acquisition and use of knowledge and skills:

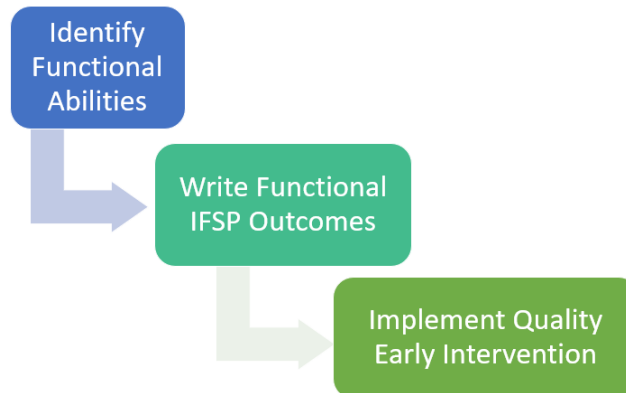
- + Continue to use books as a tool for expanding Ema’s ability to follow verbal direction and build her vocabulary.
- + Expose Ema to new directions each day while encouraging her to participate in daily routines as well as during guided play with others. Include concepts for Ema to attend to and follow that include objects and actions.
- + Consider exposing Ema to sign as a tool for teaching her use more words to meet her needs. Signs allow Ema to see, hear, and feel the words/sounds being targeted.
- + Continue to provide Ema with opportunities (like dance class) to practice following directives or imitating a model when engaging in gross motor activity.

Use appropriate behaviors to meet needs:

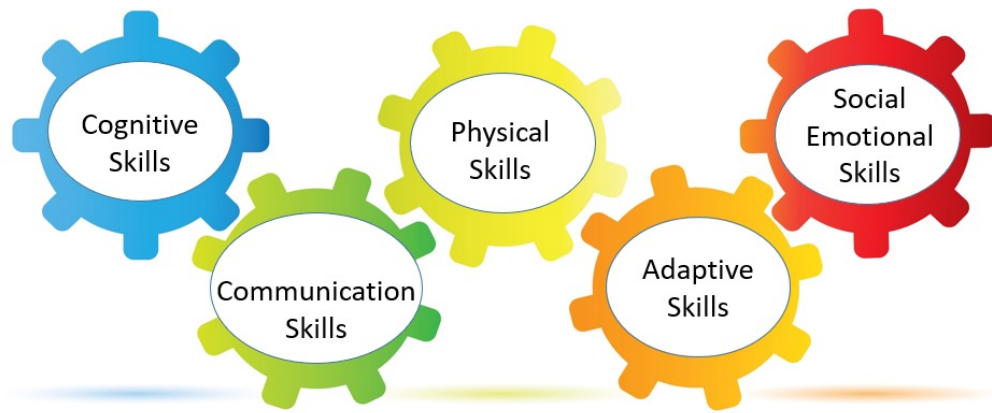
- + Expand Ema’s vocabulary to include choosing foods she wants to eat or toys she wants to play by modeling signs or presenting her with pictures to select while targeting vocabulary growth.
- + Break sounds/words apart (visual phonetics) to ensure Ema can imitate sounds needed to form words to meet needs. Practice imitating action, animal sounds, and environmental sounds before words.

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Why Authentic Assessment in EI?



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Integration
Abilities in Daily Routines=Functional Abilities=Meaningful Outcomes

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**Where in the EI
process does
Authentic
Assessment occur?**



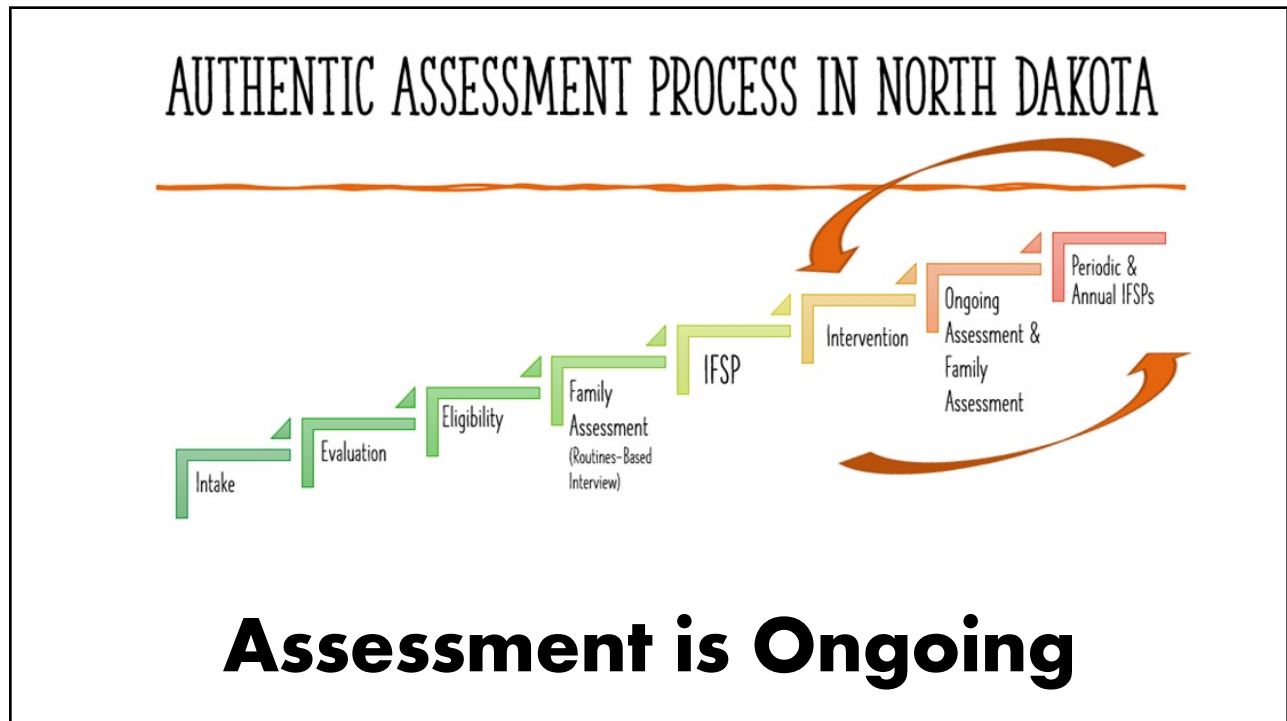
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Authentic
Assessment
Within the
Early
Intervention
Process



Authentic Assessment is ongoing...

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**Discussion,
Ideas,
Challenges...**

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PeopleSoft Platform: Authentic Assessment

- + Interactive, 3-part series
- + Available any time
- + Certificate upon completion

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