



Jennifer Grisham-Brown, Ed.D.
Kristie Pretti-Frontczak, Ph.D.

"Anyone who has ever been able to sustain good work has had at least one person – and often many – who have believed in him or her. We just don't get to be competent human beings without a lot of different investments from others." - Fred Roger.

RATIONALE FOR USE

Early childhood recommended practices suggest that authentic assessment strategies should be used in gathering information about young children to plan and revise instruction (Grisham-Brown & Pretti-Frontczak, 2011). Despite this recommendation, there has been little research on whether early childhood providers actually gather assessment data using authentic strategies.

The Authentic Assessment Procedural Fidelity Measure was developed for the purpose of measuring assessment fidelity and was validated by Grisham-Brown, Pretti-Frontczak, & Hallam (2008) with a group of Head Start teachers. The measure examines a teacher's or a team's adherence to six features of authentic assessment including set up and *preparation, materials, procedures, decision-making, embedding, and child choice*.

The Authentic Assessment Procedural Fidelity Measure can be used by individuals as a self-monitoring tool; by consultants engaged in coaching and the delivery of performance feedback; by administrators evaluating the implementation of evidence-based practices; and/or by programs in evaluation efforts that might be associated with:

- National Association for the Education of Young Children accreditation
- Participation in statewide Quality Improvement Rating Systems
- Collection of child outcome information for the Office of Special Education Programs
- Adherence to state program standards for publicly funded pre-K programs
- Activities associated with Head Start program monitoring

DIRECTIONS

First, review the six features of authentic assessment (see feature column on form). **Second**, familiarize self/teacher/team with the authentic indicators and the non-authentic indicators. **Third**, determine which assessment information will be collected (i.e., which child behaviors are to be observed and evaluated). **Lastly**, determine who will conduct the activity to elicit assessment information and decide if the activity will be recorded or if the observation will take place live.

To complete the measure, place a check mark in the box next to each indicator observed (i.e., whether an authentic OR non-authentic indicator was observed). When making the determination between authentic and non-authentic, consider the primary behaviors that occurred during the majority of the observation.

At the completion of the activity, refer to the numbers in the far right column and circle the total number of authentic indicators observed. If desired, sum the scores across all six assessment variables for a total authentic assessment procedural fidelity score. The higher the score, the higher the degree to which the teacher/team demonstrated procedural fidelity around authentic assessment. A total score of 18 is possible.

AUTHENTIC ASSESSMENT PROCEDURAL FIDELITY MEASURE

Observer: _____

Classroom: _____

Date: _____

Activity: _____

Start time: _____

End time: _____

How To Complete

- 1 During the observation of a daily activity where child assessment data are being collected, observe/reflect upon the manner in which the activity is facilitated and how information is collected/documented.
- 2 Place a check mark in the box next to each feature (i.e., either authentic OR non-authentic) as observed during the activity.
- 3 When making the determination between authentic and non-authentic, consider the primary behaviors that occurred during the majority of the observation.
- 4 At the completion of the activity, count the number of authentic features that have been check-marked and note the total number of authentic features observed by circling the associated score in the far right column.
- 5 If desired, sum the scores across all six assessment features for a Total Authentic Assessment Procedural Fidelity score.

Feature	Indicators of Authentic Assessment Procedures	Indicators of Non-authentic Assessment Procedures	Score
Set up and preparation	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment activity is set up within typical classroom environment/routine (e.g., at the snack table, on the playground, at the reading corner) <input type="checkbox"/> Teacher/team is familiar with the activity as evidenced by the flow (e.g., children are engaged; there are not long pauses in the activity; teacher/team refers to a description of the activity or lesson mostly for data recording purposes) <input type="checkbox"/> Activity follows a plan or seems organized and assessment items targeted seem appropriate to the activity 	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment activity is set up outside the typical classroom environment/routine (e.g., in hallway or empty room, special “testing” area in the classroom) <input type="checkbox"/> Teacher/team is unfamiliar with the activity as evidenced by the flow (e.g., children are disengaged; there are long pauses in the activity; teacher/team constantly refers to the description of the activity/lesson) <input type="checkbox"/> Activity does not seem to follow any set plan or organization around assessment items 	<p style="text-align: center;">0</p> <p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p>
Materials	<ul style="list-style-type: none"> <input type="checkbox"/> Materials are set out prior to the children being offered the activity; other materials can be added as needed but should not be ones required to begin or sustain children’s interest <input type="checkbox"/> Uses materials to assess specific assessment items that are related to the activity <input type="checkbox"/> Uses materials that are developmentally appropriate and found on a day-to-day basis in the environment 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher/Team gathers materials as the activity begins or as it is being started resulting in loss of children’s attention or a delay in activity <input type="checkbox"/> Uses materials unrelated to the activity in which the child is being assessed <input type="checkbox"/> Uses materials that are out of context or irrelevant to the activity or child’s developmental level 	<p style="text-align: center;">0</p> <p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p>
Procedures	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher/Team records data or makes some observable notations regarding children’s performance as the activity proceeds <input type="checkbox"/> Children willingly joins, or is invited to participate (can be invited multiple times) <input type="checkbox"/> Teacher/Team presents/elicits assessment items in a logical sequence related to the activity 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher/Team does not record data or make observable notations regarding children’s performance as the activity proceeds <input type="checkbox"/> Children who choose not to participate are eventually forced to engage in the activity (i.e., pulled away from an activity in which they are currently engaged in order to participate in the assessment) <input type="checkbox"/> Teacher/Team presents assessment items in a “checklist” manner—one item immediately following the next 	<p style="text-align: center;">0</p> <p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p>

Feature	Indicators of Authentic Assessment Procedures	Indicators of Non-authentic Assessment Procedures	Score
Decision Making	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher/Team presents/elicits assessment items using multiple strategies/combination of modes (verbally, visually, kinesthetically); for example, the teacher/team gets the child to perform skills by asking and gesturing <input type="checkbox"/> Teacher/Team follows developmental sequence and assesses children on items that match his/her developmental level <input type="checkbox"/> Children are allowed/encouraged to respond, demonstrate what they know, and express ideas using a variety of formats (e.g., verbally or non-verbally). 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher/Team presents/elicits assessment items using a single strategy/a single mode (i.e., just verbally, just visually, just kinesthetically) <input type="checkbox"/> Teacher/Team repeatedly assesses child on skills that are clearly too difficult or too easy for him/her <input type="checkbox"/> Children are expected to respond, demonstrate what they know, and express ideas ONLY through one means or way (.e.g, ONLY verbal responses are accepted) 	<p>0</p> <p>1</p> <p>2</p> <p>3</p>
Embedding	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's/Team's directions/prompts are related to children's current actions and encourage supporting the completion of assessed items by following the child's lead (e.g., child is writing in book and teacher asks the child to write another letter) <input type="checkbox"/> Teacher's/Team's directions/prompts build on the children's interests (e.g., child is making a "phone" out of the playdough and teacher asks her to put numbers on the phone – to assess knowledge about numbers) <input type="checkbox"/> Teacher/Team maintains children's engagement by providing various levels of scaffolding, repetition, and appropriate challenges as assessment items are presented 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's/Team's directions prompts are contrived and unrelated to what the children are doing (e.g., child is writing in book and teacher hands him a circle and asks him to cut it out) <input type="checkbox"/> Teacher's/Team's directions/prompts move children's attention away from what he/she is interested in (e.g., child is playing with a car and teacher holds up a block and says "What color is this?") <input type="checkbox"/> Teacher/Team does not keep children engaged when presenting assessment items by providing limited support, repetition, or appropriate challenges 	<p>0</p> <p>1</p> <p>2</p> <p>3</p>

Feature	Indicators of Authentic Assessment Procedures	Indicators of Non-authentic Assessment Procedures	Score
<p>Child Choice</p>	<p><input type="checkbox"/> Teacher/Team provides choices throughout the activity that maintain children’s participation (e.g., choice in the order the child does things, materials used, what they eat etc.)</p>	<p><input type="checkbox"/> Teacher/Team does not provide choices throughout the activity that maintains children’s participation (e.g., prescribes the order the child does things, the materials they use, what they eat)</p>	0
	<p><input type="checkbox"/> Teacher/Team allows child choice throughout the assessment activity even if the child’s chosen behaviors differ from what is prescribed or need to be assessed according to the protocol (e.g., child can choose not to put their name on the Book about Me)</p>	<p><input type="checkbox"/> Teacher/Team does not allow children to choose what they do during the activity but focus on ensuring and eliciting assessment items on the protocol</p>	
	<p><input type="checkbox"/> Children are allowed to choose when they complete or stop participating</p>	<p><input type="checkbox"/> Children are told when to stop or leave the activity</p>	2
	TOTAL SCORE		

COMMENTS

Authentic Assessment Resources

Bagnato, S. J., Neisworth, J., & Pretti-Frontczak, K. (2010). *LINKing authentic assessment and early childhood intervention: Best measures for best practices (2nd ed.)* Baltimore, MD: Paul H. Brookes Publishing Co.

DEC (2007). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation*. Missoula, MT: Author. http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf

Grisham-Brown, J., Hallam, R., & Brookshire, R. (2006). Using authentic assessment to evidence children's progress toward early learning standards. *Early Childhood Education Journal*, 34(1), 45-51.

Grisham-Brown, J., Hallam, R., & Pretti-Frontczak, K. (2008). Preparing Head Start personnel to use a curriculum based assessment: A model for implementation in the age of accountability. *Journal of Early Intervention*, 30(4), 271-281.

National Association for the Education of Young Children, National Association of Early Childhood Specialists in State Departments of Education [NAEYC & NAECS/SDE]. (2003). *Early childhood curriculum, assessment and program evaluation*. Washington, DC: Author. <http://www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf>

References

Grisham-Brown, J., Hallam, R., & Pretti-Frontczak, K. (2008). Preparing Head Start personnel to use a curriculum based assessment: A model for implementation in the age of accountability. *Journal of Early Intervention*, 30(4), 271-281.

Grisham Brown, J. L. & Hemmeter, M. L. (2017). *Blended practices for teaching young children in inclusive settings (2nd edition)*. Baltimore: Paul H. Brookes Publishing Co.