

**Procedural Reliability of Authentic Assessment
Data Collection Instrument**

Site Code: _____ **Teacher Code:** _____

Observer: _____ **Date:** _____

Activity: _____ **Start Time:** _____ **End Time:** _____

Directions: Each variable has associated authentic and non-authentic indicators. Rate each indicator as EITHER authentic OR non-authentic. When making the determination between authentic and non-authentic consider the primary behaviors that occurred during the majority of the observation. Circle the number of **authentic** indicators in the score column.

Variable	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 is familiar with the activity as evidenced by the flow (e.g., children are engaged; there are not long pauses in the activity; teacher refers to the activity protocol mostly for data recording purposes). <input type="checkbox"/> Activity follows a plan or seems organized and 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). <input type="checkbox"/> Teacher is unfamiliar with the activity as evidenced by the flow (e.g., children are disengaged; there are long pauses in the activity, teacher constantly refers to the activity protocol). <input type="checkbox"/> Activity does not seem to follow any set plan or organization and items targeted seem inappropriate to the activity. 	1 2 3
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 and sustain children's interest. <input type="checkbox"/> Uses materials to assess specific AEPS items that are related to the activity. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher is gathering 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"/> Use materials unrelated to the activity in which the child is being assessed. 	1 2 3

	<ul style="list-style-type: none"> <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"/> Uses materials that are out of context or irrelevant to the activity or child's developmental level. 	
Procedures	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher records data on protocol or makes some notations regarding children's performance as the activity proceeds. <input type="checkbox"/> Children willingly join, can be invited, or can be invited multiple times to participate. <input type="checkbox"/> Teachers present/elicit assessment items in a logical sequence that is related to the activity. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher does not record data on protocol or make any 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 to participate in the assessment activity). <input type="checkbox"/> Teacher presents assessment items in a "checklist" manner – one item immediately following the next. 	1 2 3
Decision Making	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher presents/elicits assessment items using multiple strategies/modes (i.e., verbally, visually, and kinesthetically). For examples, the teacher asks the child to perform a target skill by asking and gesturing). <input type="checkbox"/> Teacher 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 presents/elicits assessment items using a single strategy/mode (i.e., just verbal, just visual, just kinesthetically). <input type="checkbox"/> Teacher 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. 	1 2 3
Embedding	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's directions/prompts are related to children's current actions and encourage/support 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 directions/prompts build on the children's interests (e.g., child is making a "phone" out of the playdough and teacher 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher'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 directions/prompts move children's attention away from what he/she is interested in (e.g., child is playing with a 	1 2 3

	<p>asks her to put numbers on the phone – to assess knowledge about numbers).</p> <ul style="list-style-type: none"> ❑ Teacher maintains children's engagement by providing various levels of scaffolding, repetition, and appropriate challenges as assessment items are presented. 	<p>car and teacher holds up a block and says” what color is this?).</p> <ul style="list-style-type: none"> ❑ Teacher does not keep children engaged when presenting assessment items by providing limited support, repetition, or appropriate challenges. 	
Child Choice	<ul style="list-style-type: none"> ❑ Teachers provide choices throughout the activity that maintain children's participation (e.g., choice in order the child does stuff, type of materials use, what they eat etc.). ❑ Teacher 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 chose not to put their name on the Book about Me). ❑ Children are allowed to choose when they complete or stop participating. 	<ul style="list-style-type: none"> ❑ Teachers do not provide choices throughout the activity that maintain children's participation (e.g., prescribe the order the child does stuff, the type of materials they use, what they eat etc.). ❑ Teacher does not allow children to choose what they do during the activity but focus on ensuring and eliciting assessment items on the protocol (e.g., child can chose not to put their name on the Book about Me). ❑ Children are told when to stop or leave the activity. 	1 2 3
			Total Score=_____