

Authentic Child Assessment Practices Checklist

This checklist includes key characteristics of authentic assessment practices for observing child participation in everyday activities, the real world learning opportunities that occur in the activities, child behavior in the everyday learning opportunities, and the particular learning opportunities that provide a child the richest array of competency-enhancing learning opportunities. The main focus of authentic assessment practices is identifying the everyday contexts for child learning, the behavior a child will acquire in these settings, and the environmental and interactional/instructional strategies for promoting

child competence while engaged in the activities. Authentic assessment links context-specific assessment information to functional intervention practices. The checklist indicators can be used by a practitioner to develop a plan to conduct an authentic child assessment or to promote a parent or practitioners' understanding and use of this approach to assessment/intervention. The checklist rating scale can be used for a self-evaluation to determine if the key characteristics were used as part of child assessment.

Practitioner: _____ Child: _____ Date: _____

Please indicate which practice characteristics you were able to use as part of an authentic assessment of a child:	Seldom or never (0 - 25%)	Some of the time (25 - 50%)	As often as I can (50 - 75%)	Most of the time (75 - 100%)	Notes
1. Observe the child's participation in everyday (family, classroom, or community) activities and routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Query the child's primary caregivers (parents, teachers, etc.) about the everyday activities that "make up" a child's everyday experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Identify the context-specific child functional behavior (through observation or caregiver report) that are used in everyday activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Ascertain the child behaviors (strengths, interests, preferences, etc.) that sustain child engagement in everyday activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Determine which materials (objects, toys, etc.) and adult interactional/instructional behavior are associated with optimal levels of child competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Identify which everyday activities, learning opportunities, materials, and adult behavior will be used to support and strengthen child acquisition of functional competencies in a number of different context-specific activities and routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Monitor and analyze child learning and progress to determine needed changes in everyday child learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

This checklist is based upon the following *DEC Recommended Practices*: Assessment 2, 4, 6, 7, 9

The DEC Recommended Practices are available at <http://dec-sped.org/recommendedpractices>

Access this checklist and other products at <http://ectacenter.org/decrp>

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