

Authentic Assessment: An Administrator's Overview

Authentic Assessment Scenarios

Authentic Assessment Scenario #1: Annie Jackson

On a recent visit to Annie's school readiness classroom, you ask to see her observation notes. Your program recently begun implementing authentic assessment and you want to casually check-in with each teacher to make sure everyone is on track. Annie heads over to her desk and after a couple of minutes, Annie returns with a single post-it note. On the note she has written the following: "Jeremy asked to use the stapler". Probing a little further you ask if there are other notes (or other forms of documentation) and Annie sheepishly mumbles, "No". When asked why, she admits that she's having difficulty getting her observations recorded during class time. She explains that post-it notes just aren't working and that she is too busy teaching most days to get her observations written down.

If Annie were a teacher in your program, what would you do to help her? What are the main barriers she is experiencing in her implementation of authentic assessment? Brainstorm a list of possible solutions and strategies.

Authentic Assessment Scenario #2: Jake Patterson

During a visit to one of the classrooms you supervise and support you stop in to see Jake, one of the new teachers. He attended the recent authentic assessment training your agency sponsored and you want to see how everything is going. When you arrive, Jake is reading a story to the children so you wait quietly in the back of the room while he finishes up. Taking a quick look around, you notice that there are only a few materials available on the manipulative shelves. Jake makes his way over to say "Hello. You greet him and ask how the authentic assessment implementation is going. Jake tells you that he is having difficulty observing certain indicators that he is responsible for assessing. You ask which indicators have been the most challenging and he mentions patterning, sorting, counting and matching. You wonder aloud why these indicators are more challenging to observe, and Jake says that he hardly ever sees the children demonstrating these skills during free play time.

What would you do to help Jake? What are the main barriers to his successful authentic assessment implementation? Brainstorm a list of possible solutions and strategies.

Authentic Assessment Scenario #3: Clara Thompson

On a recent visit to one of the community home-based settings your program helps to support, you ask to see the provider's observation notes. Clara's (the provider) face lights up as she reaches for her observation clipboard. She hands it to you and remarks that she is really enjoying the observation process. As you read through the observations you notice that several of the notes are interpretive. For instance, in one observation Clara had recorded, "Selena does not like story time because her family doesn't read". On another, she had written, "Liam is scattered and withdrawn". As you read through a few more you can see a definite pattern forming.

What could you do to help and support Clara? What are the main issues in this scenario? Brainstorm a list of possible solutions and strategies to help Clara.