



# Check for Understanding

**AUTHENTIC ASSESSMENT**

**IN EARLY INTERVENTION**

***SUPERVISOR'S MASTER VERSION***

Developed by the Universal Online Part C EI Curriculum Workgroup –  
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## Check for Understanding Questions

### SUPERVISOR'S MASTER VERSION

Completing an online module is just one part of an effective professional development opportunity. This **Check for Understanding** includes multiple choice, reflective and case study questions to measure learner's understanding.

The "Check for Understanding" includes a "Learner's Version" and a "Supervisor's Master Version." The "Learner's Version" may be shared with individuals after they complete the online module from the [Universal Online Part C EI Curriculum](#). The "**Supervisor's Master Version**" includes the following:

1. General instructions for how the **Check for Understanding** questions can be used;
2. The **ANSWER KEY** for multiple choice questions; and
3. **Supervisor Tips** with discussion prompts to consider for the reflective questions.

## Using the Check for Understanding Questions

These questions can be used by supervisors, training and technical assistance providers or administrators to help determine learner's understanding of the material and to enhance retention and transfer of learning. Depending on your organization's resources, learners could complete these activities on paper (using the **Check for Understanding - Learner's Version**, electronically through a survey tool or Learning Management System (LMS), or through face-to-face discussions as part of a learning community, supervision, or mentoring.

**Multiple Choice Questions:** There are 15 multiple choice questions that accompany this module which help check for understanding at the most basic level. Each lesson has three (3) questions that draw from content shared within them. This **Supervisor's Master Version** includes correct answer to each multiple choice question which are identified in **bold text**. To see a sample for how one state used a survey tool to embed check for understanding questions from another module before obtaining a certificate of completion please visit:

<https://www.surveymonkey.com/r/73MMZRH>

**Reflection Questions:** There are six (6) reflection questions that accompany this module. Reflection questions check for understanding at a higher level than the multiple choice questions as they require the learner to reflect on their knowledge, skills and practices. The questions may be used during individual or small group reflective activities once all lessons within the module have been completed by the learners. **Supervisor Tips** for engaging in meaningful discussions with individuals as they reflect on these questions can be found in this **Supervisor’s Master Version**.

**Case Stories:** There are three (3) case stories that accompany this module. These are the most comprehensive activities to help check for a learner’s understanding after they completed all lessons within the module. Just as with the reflective questions, case stories can be used during individual or small group reflective activities. This **Supervisor’s Master Version** includes **Supervisor Tips** with suggestions and discussion prompts as case stories are debriefed.

As a reminder, the **Check for Understanding** questions serve a specific purpose to assess knowledge gained as a result of completing the module from the Universal Online Part C EI Curriculum. Please note the **Facilitator’s Guide**, which includes additional resources, activities and reflective questions, is another administrative tool that accompanies this module. Please visit the [Universal Online Part C EI Curriculum](#) landing pad if you’d like to explore how the **Facilitator’s Guide** can support additional professional development opportunities above and beyond a check for understanding.

## Multiple Choice Questions

Below you will find three multiple choice questions for each lesson. This **Supervisor’s Master Version** includes correct answers to each multiple choice question which are identified in **bold text**.

### **Lesson 1: What is Authentic Assessment**

1) Which term has a similar meaning as authentic assessment?

- a) **Functional assessment**
- b) Norm referenced evaluation
- c) Screening

d) Eligibility determination

2) What are the two core activities of authentic assessment?

a) Building relational and participatory skills

**b) Objective observation and gathering information**

c) Determining typical and atypical development

d) Gathering information and discussing interventions

3) Which statement is objective and descriptive?

a) Tony bit his brother because he doesn't like him.

**b) Gustavo crawled to the blocks, moved to a sitting position, and picked up four small blocks.**

c) Ella really likes music. She smiled and laughed when the radio was on.

d) David runs around his house a lot.

## **Lesson 2: Understanding Why**

1) What does the team learn by observing a child participating in daily routines?

a) The child's strengths and needs related to the routine (what's working and what's not working)

b) How a child integrates his/her developmental skills

c) The child's interests and motivations

**d) All of the above**

2) Functional IFSP outcomes are:

a) Tied to test items from the child's eligibility evaluation

b) Written to address one developmental domain

**c) Meaningful and measurable**

d) Based on the child's diagnosis or amount of developmental delay

3) What is **NOT** a benefit of using information gathered from authentic assessment to develop functional IFSP outcomes?

- a) Outcomes address family priorities.
- b) Outcomes are meaningful for the child and family. Meeting the outcome will help the child participate in his/her daily routines.
- c) Team members are able to identify intervention supports and strategies that are strength based rather than deficit based.

**d) Authentic assessment identifies the child's exact percentage of developmental delay.**

### **Lesson 3: Who, Where, When, Within**

1) Who participates and provides input during authentic assessment activities?

- a) The child's parents
- b) Other caregivers who spend time with the child
- c) Early intervention providers
- d) Service coordinators

**e) All of the above**

2) How do you determine where to conduct an authentic assessment?

- a) Authentic assessment always occurs in the child's home.
- b) Authentic assessment always occurs in the EI provider's/service coordinator's office.

**c) Authentic assessment always occurs in the natural environment where the child and caregivers typically spend time.**

d) Authentic assessment always occurs in a clinic or doctor's office.

3) The questions providers use to gather information during authentic assessment should be:

- a) Direct and subjective
- b) Vague and respectful
- c) Concise and biased

**d) Open-ended and nonjudgmental**

**Lesson 4: Putting It All Together**

1) Authentic assessment can be used to:

- a) Learn about a family's concerns and priorities
- b) Learn about a child's progress
- c) Gather information to support the child outcomes ratings

**d) All of the above**

2) Which question would **NOT** assist the EI provider with conducting an authentic assessment?

- a) What seems to motivate her to want to crawl?
- b) What activities do Cara's grandparents do with her while she is staying with them?

**c) Can Tom stack four cube blocks?**

d) How does Kaela feed herself? Does she use a spoon, a fork, or her fingers?

3) Where might you find additional tools to support your use of authentic assessment?

- a) Division for Early Childhood (DEC) website
- b) Early Childhood Technical Assistance (ECTA) Center website
- c) Your supervisor, team lead, mentor, or coach

**d) All of the above**

## Reflective Questions

Below you will find reflective questions with the original instructions the learner received. You will also find **Supervisor Tips** for engaging in meaningful discussions with individuals as they reflect on these questions.

### Reflective Question 1

#### Learner's Instructions:

1. Review the **Authentic Child Assessment** Practice Guide and watch the related video. [http://ectacenter.org/~pdfs/decrp/PG\\_Asm\\_AuthenticChildAsm\\_prac\\_print\\_2017.pdf](http://ectacenter.org/~pdfs/decrp/PG_Asm_AuthenticChildAsm_prac_print_2017.pdf). Although many of the suggestions focus on classroom routines, the same principles can apply to routines in the home or other community setting.

After you conduct authentic assessments and use the information for planning intervention strategies for a few months, consider the children and families you serve.

Have you noticed:

- Children participating in more everyday classroom, home or community activities?
- Children engaging in multiple learning opportunities in everyday classroom, home, or community activities?
- Children using new behavior when interacting with people and materials?

Share your observations with your supervisor, coach, or mentor.

#### **Reflective Question 1 - Supervisor Tips**

***This practice guide outlines the following strategies:***

- ***Observe the child in his/her natural routines.***
- ***Talk to parents and other caregivers about what activities the child engages in during his/her day.***
- ***Identify the child's strengths and interests.***
- ***Identify what motivates the child and when he/she is most engaged.***
- ***Use the information gathered to identify activities and adult-child interactions that can be used to promote a child's engagement in the activities.***
- ***Use all of the above information to determine whether activities should be continued, modified, or changed to maximize child interest, participation, and learning in the classroom.***

***The strategies in this document are the same as the ones discussed in the Authentic Assessment in Early Intervention module. Ask the learner to provide specific examples of how a child he/she serves is benefitting from his/her use of authentic assessment (Is the child participating in more routines, engaging in multiple learning opportunities, and/or using new behaviors for interacting with people and materials?).***

***If the learner is not able to identify examples then discuss it further. Is the learner gathering objective and descriptive information during authentic assessment? Is the learner using this information to develop functional and meaningful IFSP objectives? Is the learner using the information gathered during authentic assessment to implement meaningful intervention strategies? If the learner is not able to articulate any challenges with using authentic assessment, you may want to consider observing the learner during an IFSP meeting or intervention visit (either in person or via video) to provide feedback about his/her use of authentic assessment.***

## **Reflection Question 2**

### **Learner's Instructions:**

2. In your experience, are families more likely to practice and implement intervention strategies based on functional IFSP outcomes and information from authentic assessment? Why do you think this happens?

Share your thoughts with your supervisor, coach or mentor.

### ***Reflection Question 2 - Supervisor Tips:***

***Families are more likely to practice and implement intervention strategies based on functional IFSP outcomes because they are more meaningful to the family. Using information gathered during authentic assessment allows the team to develop outcomes that address the family's priorities, provide intervention strategies that utilize the family's routines and supports the child's strengths and interests. Intervention becomes part of the family's routine instead of being an "extra chore."***

***If the learner indicates this has not been his/her experience, reflect with him/her on why families aren't practicing and implementing intervention strategies based on information from authentic assessment. Are the outcomes the learner develops***



***truly meaningful and functional for the family? Is there anything that can be improved about the learner's use of authentic assessment?***

### **Reflection Question 3**

#### **Learner's Instructions**

3. Review the ***Partnering with Your Child's Assessment Team Members*** Family Practice Guide and watch the related video.

[http://ectacenter.org/~pdfs/decrp/PG\\_Asm\\_PartneringwithYourChildsAssessmentTeam\\_family\\_print\\_2017.pdf](http://ectacenter.org/~pdfs/decrp/PG_Asm_PartneringwithYourChildsAssessmentTeam_family_print_2017.pdf)

- Which suggestion is the most meaningful to you?
- Besides the ones offered in the handout, do you have any additional tips or suggestions to provide to families about participating in an authentic assessment?
- Identify how you are currently using this handout with families, or how you plan to use it in the future.

Share your ideas with your supervisor, coach, or mentor.

#### ***Reflection Question 3 - Supervisor Tips:***

***The document offers various strategies to help families partner with their child's assessment team. Ask the learner how he/she explains the assessment process to families. What tips does the learner provide to families about preparing for and being involved in the assessment process? Reflect with the learner on how he/she is currently using the document, or when the learner plans to share this document with a child's parents.***

### **Reflective Question 4**

#### **Learner's Instructions:**

4. The modules discussed multiple early intervention processes when EI staff can use authentic assessment. Within which processes are you currently using authentic assessment?

Identify three children and families you serve. Expand your use of authentic assessment to include at least two additional early intervention processes with these three children. Develop a plan for how you will implement authentic assessment in these additional processes and how you will use the information from the authentic assessments. For

example, if you have an upcoming IFSP review, how might you use authentic assessment to help prepare and contribute to the review and potential modifications to the plan? Share your plan with your supervisor, coach or mentor.

**Reflection Question 4 - Supervisor Tips:**

***The learner’s plan to implement authentic assessment should be specific, realistic and measurable. Reflect with the learner on strategies to overcome possible obstacles to implementing the plan. Once the plan is implemented, check back in with the learner for a status update. Make sure to identify and celebrate successes!***

**Reflective Question 5**

**Learner’s Instructions:**

5. What do you do to encourage families to identify and build upon their child’s strengths and celebrate success?

Some children you serve may have significant delays. How do you help families identify and celebrate successes that may be less obvious than the major developmental milestones?

Share your thoughts with your supervisor, coach or mentor.

**Reflection Question 5 - Supervisor Tips:**

***Invite the learner to provide specific examples of how they have celebrated success with families. If the learner doesn’t mention sharing videos with families, you may want to refer him/her to this video clip, “Using Video to Celebrate Progress” from the Colorado Department of Education Results Matter Video Library <https://youtu.be/ALyGAB7ANvo>. The learner should discuss the idea of “meeting families where they are” and being supportive of families who are experiencing grief. The learner should have ideas for helping families identify their children’s strengths and preferences. This handout [Seeing My Child's Strengths \(http://ectacenter.org/~pdfs/decrp/PG\\_Asm\\_SeeingMyChildsStrengths\\_family\\_print\\_2017.pdf\)](http://ectacenter.org/~pdfs/decrp/PG_Asm_SeeingMyChildsStrengths_family_print_2017.pdf) may be helpful if he/she is struggling with how to support families with this activity.***

## **Reflective Question 6**

### **Learner's Instructions:**

6. Each lesson of this module focused on the benefits of using authentic assessment. In your experience, what are the benefits or positive outcomes of using authentic assessment?

Have you experienced any challenges? How have you overcome these obstacles?

Share your thoughts with your supervisor, coach or mentor.

### ***Reflection Question 6 - Supervisor Tips:***

***Ask the learner to identify positive outcomes for using authentic assessment.***

***These are some possible examples:***

- ***The learner has current and accurate information about how the child functions in his/her natural environment.***
- ***The outcomes he/she develops with the team are more functional and meaningful for the family.***
- ***The intervention techniques he/she suggests are embedded into the family's daily routines.***
- ***He/she is able to monitor progress on an ongoing basis and celebrate success with the family.***

***If the learner is struggling with an aspect of authentic assessment, reflect with him/her why it is a challenge. Develop a plan together to address those challenges. You may want to review the learner's authentic assessment documentation and IFSP outcomes to assess if the learner is documenting objective and measurable observations and if the IFSP outcomes are functional and seem to address the family's priorities.***

## Case Stories

Below you will find the original instructions the learner received in order to complete each of the following case stories. You will also find **Supervisor Tips** with suggestions and discussion prompts as each case story is debriefed.

### Case Story 1

#### **Learner's Instructions:**

1. Watch these two video clips of Gabby.

Gabby: <https://youtu.be/rfVPpW-FZkE>

Colorado Department of Education Results Matter Video Library

Gabby and Nicholas: <https://youtu.be/hZRpbqQpABU>

Colorado Department of Education Results Matter Video Library

Write at least five objective, descriptive observations of Gabby's skills from these video clips.

Share your observations with your supervisor, coach or mentor.

#### **Case Story 1 - Supervisor Tips:**

*These are some possible observations.*

- ***Gabby walks around the large cushioned area carrying and shaking a small apple tree toy.***
- ***While walking, Gabby brings her hands together at midline to clap while holding onto the small apple tree toy.***
- ***While standing next to the cushioned area, Gabby balances a small apple tree toy on the railing of the cushioned area.***
- ***Gabby vocalizes using open vowel sounds. She vocalizes "mummmm," "huhuhu," "ehhh," and "ahhh". She uses varying degrees of pitch in her vocalizations.***
- ***Gabby keeps her balance while she is reaching over the soft railing of the cushioned area to pick up the toy. Her feet come off the ground while she is balancing on her stomach on the railing. She is able to return to standing unassisted.***

- ***Gabby watches another boy (Nicholas) when he comes near the cushioned area. She watches the boy reach over into the cushioned area to pick up a toy.***
- ***Gabby continues to pick up the apple tree toy and balance it on the edge of the cushioned area after it falls down.***
- ***Gabby pushes herself over the edge of the cushioned area. She balances on her stomach on the railing with her feet off the ground. She laughs while she does this.***
- ***Gabby gets to standing in the cushioned area by pushing off on one leg from a kneeling position.***
- ***Gabby smiles while she plays in the cushioned area.***
- ***Gabby keeps her balance in a standing position in the cushioned area without holding onto anything.***
- ***Gabby lies on top of another boy (Nicholas) against the rail in the cushioned area. The teacher says, “Gabby are you hugging Nicholas?”***
- ***Gabby crawls using a coordinated four-point crawl.***
- ***Gabby seeks out Nicholas and lies on top of him outside of the cushioned area.***

## **Case Story 2**

### **Learner’s Instructions:**

2. Mariella, who qualifies for your early childhood intervention program with a medical diagnosis, has recently transferred from another state’s Part C program. When reviewing her previous IFSP, you notice that her IFSP outcomes have a lot of clinical jargon and seem to be based on evaluation test items. You also notice that each outcome is focused on a single developmental area. Based on your program’s procedures, you schedule an IFSP team meeting to develop a new IFSP. Before the IFSP meeting, you meet with Mariella’s mother, Stella, to prepare her for the IFSP meeting. *How would you explain authentic assessment to Stella?*

After your explanation of authentic assessment, you explain that Mariella’s IFSP outcomes will look different from her previous outcomes. They will be more functional and based on her daily routines. Stella seems a little upset. She says she had a wonderful experience in the previous program and Mariella made a lot of progress. Her previous pediatrician also thought her outcomes were appropriate based on her medical diagnosis. *What information would you provide to Stella to help her understand how functional outcomes can benefit Mariella and make intervention strategies easier to implement?*

Stella agrees to develop functional IFSP outcomes. However, she is skeptical if Mariella’s progress can be measured if the team isn’t using evaluation test items as criteria. *How*

*will you explain how information gathered from authentic assessment can be used to measure Mariella's progress?*

Share your responses with your supervisor, coach or mentor.

### **Case Story 2 - Supervisor Tips:**

***The learner should discuss that authentic assessment will gather information about the things that the child likes to do and things the family would like to do with them during daily routines and activities. This information will help the team plan outcomes and interventions that build upon the child's strengths and address the family's priorities and concerns. The learner should also explain how authentic assessment is conducted (observation and information gathering from Mariella's primary caregivers).***

***The learner should discuss that he/she would reassure Stella that Mariella's outcomes would be appropriate and valid for her medical diagnosis. By individualizing the outcomes and strategies on what is happening in her day-to-day life, intervention is more meaningful and can happen throughout her entire day. The learner might also discuss with Stella how intervention is intended to help support the family's daily routines instead of creating additional work. The learner might also explain how development for young children is interconnected. Developing a functional outcome will address many different developmental areas.***

***The learner should explain that measurable criteria will be part of the IFSP outcome. The learner should also explain how data will be collected during ongoing authentic assessment and progress monitoring. This information will be used to determine when the criteria have been met.***

### **Case Story 3**

#### **Learner's Instructions:**

3. View the video clip for Lily

Lily: <https://youtu.be/w9XGxwtPPYw>

Colorado Department of Education Results Matter Video Library

- What additional questions would you ask Lily’s caregivers or family to complete her authentic assessment?
- List five objective, descriptive observations of Lily.
- Describe some ways that this information could help lead to a functional IFSP outcome for Lilly. Lily’s family wants her to be able to move to where she wants to go without them picking her up and carrying her. They report she seems frustrated and cries when she can’t get to where she wants to go. What questions might you ask and/or what suggestions might you propose for the team to consider if you were working to develop a functional IFSP outcome for Lily with her family and other team members?
- Write three intervention strategies you would suggest for Lily’s caregivers given what you know about their priorities, what you learned through your observations and what you anticipate to be included in the IFSP once team members discuss and develop IFSP outcomes.

Share your responses with your supervisor, coach or mentor.

### **Case Study 3 - Supervisor Tips:**

***Here are some possible questions the learner may have considered in their response to “What additional questions would you ask Lily’s caregivers or family to complete her authentic assessment?”***

- ***What does play time look like for Lily at home?***
- ***Have you seen her try to move/scoot towards toys, people, or pets? What makes her the most excited?***
- ***Where does Lily sit or lie when the family is together watching TV (or other recreational activity)?***
- ***What activities does the family like to do on the weekends? How is Lily included in these activities?***
- ***How long will Lily spend on her stomach?***
- ***How does she move around? What does that look like?***
- ***Is she able to roll from her stomach to her back?***
- ***What do you think she is ready for next?***
- ***Have you seen her put weight on her hands and knees, or just her knees and forearms?***
- ***What does Lily do when she can’t get to the toy/person/pet that she wants?***

***Here are some possible observations the learner may have included as they followed instructions to list five objective/descriptive observations of Lily.***

- *While on her back, Lily brings her hands to midline and brings her legs up to chest*
- *Lily holds a large stuffed ball.*
- *Lily rolls from her back to her stomach.*
- *Lily holds her head and chest up while on her stomach.*
- *While on her stomach, Lily balances her weight on one arm to pick up a toy with the other arm.*
- *Lily vocalizes with open vowel sounds (ahhh).*
- *While on her stomach, Lily reaches forward and scoots on her stomach to grab a toy. Lily successfully grabs a red ball.*
- *Lily pushes with her feet to propel herself forward while she is on her stomach.*
- *While on her stomach, Lily gets into a position where she puts her weight on her forearms and knees*
- *Lily has smooth transitional movements from this position back to lying on her stomach.*
- *Lily brings the red ball towards her mouth.*

*Review the connections the learner made from the authentic assessment to IFSP outcome development. Ensure the learner understands your programs requirements and expectations for how IFSP outcomes are to be written. Here are a few resources you may want to explore if you need assistance and additional tools to support individuals in the development of high quality IFSP outcomes:*

- *Resources for Writing Good IFSP Outcomes:*  
<http://ectacenter.org/topics/ifsp/ifsp.asp>
- *Developing High- Quality Functional IFSP Outcomes and IEPs - Training Package -* <http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp>
- *Enhancing Recognition of High-Quality Functional IFSP Outcomes:*  
<http://ectacenter.org/~pdfs/pubs/rating-ifsp.pdf>
- *3 “Rules to Live By” When Writing IFSP Outcomes and Goals:*  
<http://veipd.org/earlyintervention/2013/08/15/3-rules-to-live-by-when-writing-ifsp-outcomes-goals/>

*As a reminder, IFSP outcomes should always be developed as a team, which always includes the family, and never by any one individual. Strategy identification would be guided by more observation and identification of what the family is already doing.*

*Here are some possible intervention strategies the learner may have identified given what they know about Lily through their authentic assessment.*

- *Give Lily lots of time to play on her tummy or another position on the floor where she is out of supportive seating devices (car seat, bouncer chair, swing, etc.), as much as possible.*



- ***When Lily is on the floor, encourage her to move towards toys/people/pets by placing them just outside of her reach while she is on her stomach. Gradually increase the distance she needs to scoot to get the item she wants.***
- ***At diaper changing time, play “Row, Row Your Boat” (While Lily is on her back, have her grab your fingers and assist her with pulling to sit. Sing “row, row your boat” while gently pulling her up and laying her back down.)***
- ***While Lily is lying on her stomach, show her an item of interest slightly above her head on one side of her body. Encourage her to reach and grab for the toy with one hand.***
- ***When Lily is on her stomach, elevate a toy of interest on a stable surface that is slightly above her head level. Position Lily in a supported kneeling position to play with the toy. Encourage Lily to move to a kneeling position on her own.***
- ***Put Lily in front of a mirror while she is on her stomach. Name body parts and “talk” with the baby in mirror. Encourage Lily to poke and touch the mirror.***
- ***Place a rolled up blanket or towel under Lily and help her support her weight while in the hands and knees position.***