Authentic Assessment in Blended and Remote Learning

The purpose of authentic assessment in early childhood is to understand and meet the needs of all children. Teaching teams should use authentic assessment data and their knowledge of children's understanding and development and partner with families to make decisions about instruction in the remote and blended learning environment.

Teaching teams may be familiar with using the Data Cycle to make effective data-informed decisions using a strengths-based approach. Please see below for more information about how each element of the Data Cycle could look in a blended and remote learning environment.

As a reminder, due to the impacts of COVID-19 across New York City, there is flexibility in programs' reporting on their authentic assessment system for the 2020-21 school year. As of October 20, 2020, all programs are encouraged, but not required, to analyze and aggregate assessment data by completing Developmental Summary Reports on their authentic assessment system for:

- the fall assessment period (ending on or around December 4)
- the winter assessment period (ending on or around February 26)
- and the spring assessment period (ending on or around May 28).

For additional detail and policy updates for Early Head Start and Head Start programs, visit the <u>Office of Head Start ECLKC Education and Child Development Program Services</u> page.

Please reach out to <u>authenticassessment@schools.nyc.qov</u> with any questions.





Informing Practice could look like:

Use data gathered from observation notes and work samples, as well as information shared by families, to differentiate instruction and plan meaningful activities that address the needs and interests of each child.

Engaging Families could look like:

- Share <u>Authentic Assessment Measuring</u> <u>My Child's Growth</u> with families and caregivers
- Connect with families on a regular basis to learn more about their child's development
- Invite families to send descriptions and photographs of what their child is doing at home through your program's online platforms

Engage Families

Strengths

Based

ANALYZE

Reflect

COLLECT

Collecting could look like:

- When possible, collect observation notes and work samples in the classroom
- After synchronous activities jot down notes about what you noticed children saying and doing
- Invite families to post on your online platform (for example, pictures of their child's work, or videos of things they say and do)

Determining Focus could look like:

- Review developmental screening outcomes to focus observations
- Reflect on your data to to determine what you know about children's interests and what they can do
- Use the <u>ELOF</u> or <u>NYSPLS</u>, and your authentic assessment system's objectives to determine what learning should come next

Collaboration could look like:

- Set up systems to communicate with other teaching team members who work with the children in your class (for example, a regular check-in,
- Set up structures for families to provide feedback to teaching teams

Analysis could look like:

- Use your observation notes, pictures, and work samples to think about what each child can do, and what you can do to extend their learning
- Establish regular check-ins with teaching teams to analyze data
- Consider using Developmental Summary Reports at the end of each assessment period to analyze data. Select "did not observe" for indicators you did not have the opportunity to observe.

INFORM

PRACTICE

Reflection could look like:

- Reflect on the systems you have created to support assessment - which are working well? Which are challenging?
- Reflect on whether your teaching team is collecting information on each child, across different domains

Strengths-Based Practice could look like:

- Reflect on your observation notes, work samples, and pictures to determine what each child CAN do.
- Keep in mind children develop at different rates in different areas