1. Authentic Assessment is assessing children through activities and tasks that are based on their everyday environment. An example of authentic assessment is when determining if a child understands the types of weather, a teacher could have a weather time set in the morning where each child could take turns looking outside and determining on their own what the weather is like outside.

2. A sound assessment is a more thorough definition of an assessment. For example, in the definition of a sound assessment, you are more aware of the biases. A sound assessment has a strong relationship with an authentic assessment, and to be a competent practitioner, a teacher should have both. In order for an authentic assessment to be accurate and consistent it needs to be free of bias and should be developmentally appropriate.

3. The connection between an authentic assessment and the key concepts is the fact that teachers need to take the key concepts of the theories into consideration to make sure the assessments are age-appropriate. The key concepts of the theories describe age-appropriate tasks that teachers could follow to design authentic assessments.
4. In deciding what to assess a teacher wants to assess their prior knowledge, their understanding throughout, and finally what they take away or learn overall. An example is to assess the students with a pretest, a mid-year review, and a post-test at the end of the year. In Lindon, the key concepts of the theories help determine what is age-appropriate at each developmental stage, which aids the teachers in determining what to assess. In relation to Schön, teachers must be reflective practitioners throughout the year to determine and evaluate their teaching and the students' understanding of the material.

5. Our group feels that determining what to assess and when to assess are interrelated, and both were addressed in the previous question. For example, what a teacher assesses is the students' knowledge and understanding and when a teacher assesses is throughout the year or unit.
I. Authentic Assessment - children apply their knowledge and skills in a situation or to a task that is meaningful to them, it is within the range of typical classroom activity. For example, going into a classroom and observing the child's familiar environment. Connecting it to the cognitive theory because the child is engaged in play, materials, senses, language, social relationships. As previous knowledge to create new understandings, like what we saw in the video.

2. The relationship between the two is that they are both valid and you are measuring what you want to measure. For example, you can set up a center with blocks, to have the child play at that center while observing their fine motor skills. This is valid because you want to measure his fine motor skills, but it is still authentic because it's a real life experience. You need both to be a competent practitioner because you need to be able to assess a child in a reliable, valid, and non-bias environment.
6. We can make a connection between the two by environmental learning because they are learning through experience. For example, in the video, the caregiver was talking to the children. The children learn through this modeling, which is environmental. It's also cognitive and socio-cultural learning because they are manipulating the blocks.

A. You know what to assess by conducting screenings that allow you to see what students need further assessment. You also know by the standards that are set. For example, a child must know how to write their name by first grade. So you must constantly be assessing their development to ensure that they will fulfill that standard. According to Schen, giving kids reason allows for them to understand why the standards are important. This can also be applied to our cultural wall paper in a way that children connect writing their name so important because they see so many adults doing it. This represents the socio-cultural and environmental Key concepts.
5. Good assessment happens before the school year starts by communicating effectively with parents through home visits and conferences to develop an outlook and where to start for every child. You should be assessing everyday in the classroom. For example, picking out to students to observe more in-depth and documenting your observations at the end of the day. It is also important to assess students before and after a project, theme, or curriculum to get an understanding of where the children stand and their understanding of that theme. You must also be aware that you should assess when you see a problem. For example, if a student isn’t talking in class at all, you would need to focus on assessing how or what the problem is by finding ways to assess it. Like talking to parents or observing in out-of-classroom activities.
Basics of Assessment

Authentic assessment uses tasks as close as possible to real-life practical and intellectual challenges in a real-life context.

1. Authentic assessment - a true task children perform in their everyday life. Example: washing their hands, counting each other for lunch count.

2. Both forms of assessment both types of assessments are meaningful to students. You would need both types of assessments to become a competent practitioner because if you didn't use authentic assessments you wouldn't know what children already know and what they are capable of doing. Sound assessment is very important because a teacher needs to keep their opinions out of how a child learns or already behaves. By using sound assessment teachers can be able to perform valid or reliable assessments to gain a better perspective of where their students are academically.

3. There is no relationship between authentic assessment and the key concepts when we're talking about the children, however, we do see it when we're talking about the teacher or instructor. The teacher is in control of whether or not authentic assessment is used or not. The theories can't relate to the assessment if there are no opportunities to be authentic. A teacher must give students
a chance to explore on their own in order to have an authentic assessment.

4. Assessment should cover everything including the standards. Child assessment should always involve information from various sources in order to concluded a child's development and learning. Lindon expresses the idea's of meeting developmental milestones in life that relate to the standards that need to be met.

5. Assessment should take place all the time, wherever and whenever. If you only assessed children in the classroom, you could miss many assessment opportunities during lunchtime, recess, etc. Lindon supports this idea with the zone of proximal development. She describes as the area of potential learning for an individual at a given time. This means learning could occur any time throughout the day.
1. Authentic assessment—observing children in their natural environment. When you assess them, don't take them out of that environment. As a way to assessment you can observe the way that they interact and how they pay attention in class. You could also assess how the child deals with a problem when it arises.

Ex: In an infant room, a teacher observes the children and assess them why they are in their own environment.

2. You can't have authentic assessment w/o sound assessment. Because you can't pull a child out and assess them and get a sound assessment. To be a sound assessment it needs to measure what you are measuring with accuracy. Authentic assessment is accurate because it measures development of a child in their natural setting. For example, watching 3 year olds in the classroom interact in the dramatic play area will allow you to assess their socio-emotional and language development without them knowing you are assessing them. This provides a sound assessment that measures what was needed to measure language and socio-emotional development. To be a competent practitioner it is very important to assess with accuracy in the child's natural environment.
3. By using authentic assessment it allows you to watch a child progress through developmental milestones. An example of this would be observing children in an infant room as they begin to use their muscles to pull themselves up and they may begin to move or crawl. Another key concept we have linked with authentic assessment is the different stages of the stage theory. Watching children develop through different stages using authentic assessment to connect stages is another way to see connect the two concepts.

4. You begin to know what to assess when you know the expectations of your school or center, and their curriculum guidelines. Also, looking at program, state or national standards will provide times of assessing. For example, Headstart requires assessments that align with their program standards. With Schön and Toulmin reflection-in-action, an educator can be watching and observing students. While this is occurring a teacher may witness a new understanding a child has and the teacher will then
be able to continue with a lesson or an objective in a classroom.

According to Piaget's stage theories discussed in Linder's Chapter 2, there are a variety of stages that children pass through in their development. Assessing children in these stages will allow you as a practitioner to know how the child is developing.

5. Assessing children day to day allows you as a teacher to see their development change. Watching them pass through developmental milestones is another form of evidence for assessing children. Another time to assess children is when a problem or concern arises with a child. For example, if a child is acting out in their behavior, you can assess them in their interactions with others or even as they play alone to find out what they are saying or doing. This will allow you to see what may be influencing their behavior.
**Authentic Assessment**

(p. 22)

*Authentic assessment is observing, gathering data, and testing kids in their natural environments, that's valuable to them in and out of the classroom. Example: napkins at lunch table.*

*Sound assessment is reliable, valid, free of bias, and suited to children's developmental characteristics. Example.*

*The relationship between sound & authentic assessment is a two-way arrow - authentic assessment should be sound & vice versa. If you have reliable assessment data, it should reflect the individual child.*

Example: Dual language, testing content vs. literacy/money in language

Both are needed to be a competent practitioner - both are important.

Connections between A.A. & key concepts, (p. 23 in text) Atter says... authentically assessing social interactions and what the children take from it.
Knowing what & when to assess
Erikson's stages of development
What & When to Assess

When: All the time!
- day-to-day
- prior, during, post instruction
- New factors
- Periodically
  - Formal & Informal

What: Based on standards
- What needs to be assessed
- What was taught
  - Formal & Informal
  - Developmental Norms

- Linder
  - Whole child approach: process & holistic norms

- Schön
  - Reflection - based on what you see children doing
  - When & what understanding
1. What is authentic assessment?

Authentic assessment is a type of assessment that uses tasks as close as possible to real-life practical and intellectual challenges in a real-life context. An example of this is a girl who builds a tower with blocks and starts to count them. Another example is where three children are playing and the girl gives five blocks to one friend and six blocks to another friend.

2. The relationship between sound early childhood assessment and authentic assessment is that they are both reliable and show what the child knows and can do, without just having the children take a test.

You need both to become a competent practitioner because it is good to use a variety of ways to assess the child.

3. Connections we see between authentic assessment and key concepts are that if you know where a child is in development, you will be able to make sense of your authentic assessment. We feel these two are related because of this. You have to make sense of the children's events and experience in order to assess them.

4. Any and all domains of children's learning and development can be assessed. You know what to assess because of standards and benchmarks that are laid out in the different school systems. You should check with your school to see what needs to be assessed.
5. When to do an assessment is determined by the purpose for assessment. It is important to assess before you even meet the children. You need to find out information to help you get to know them. You should also look at the students' records to see where they stand before they enter your classroom. After you have them in your classroom it is important to assess them day by day. When a new group convenes do simple assessments to get to know where your kids are. You can also assess when you need to address a problem or concern. An example of this would be a student not making progress from the beginning of the year in a certain subject and you need to address the problem because it hasn’t changed.