

## WV Birth to Three Scoring Rubric of Authentic Assessment Practices in Assessment Reports Guidance

### **The importance of authentic assessment**

Research tells us that children under the age of three learn best during naturally occurring learning opportunities throughout their day. The focus of authentic assessment is to go beyond gathering information from the formal tools required to determine the child's eligibility to capturing "the observations, reports, and judgments of familiar and knowledgeable caregivers in a child's life with whom the child has an attachment relationship." (Bagnato, 2007; Macy, Bagnato, & Gallen, 2016). This information is essential for the team conversation in supporting the selection of the ratings for the Child Outcomes Summary Form and to plan for appropriate IFSP outcomes and intervention strategies. WV Birth to Three has set expectations for what high quality authentic assessment looks like in the **WV Birth to Three Authentic Assessment Practice Profile**: [https://www.wvdhhr.org/birth23/files/Authentic\\_Assessment\\_Practice\\_Profile.pdf](https://www.wvdhhr.org/birth23/files/Authentic_Assessment_Practice_Profile.pdf)

### **High Quality Assessment Report Writing**

Writing effective assessment reports requires both art and science. Effective communication is fundamental, and the writer must understand the varied communication needs of parents, family members, and other professionals. Parents need clear, concise, and practical assessments and interpretations of the meaning of results. (Macy, Bagnato, Weiszaupt). **The WV Birth to Three Scoring Rubric of Authentic Assessment Practices in Assessment Reports** is a tool that can be used by individual practitioners for self-assessment, supervisors for coaching staff or training and technical assistance providers to provide professional development: [https://www.wvdhhr.org/birth23/files/Authentic\\_Assessment\\_Rubric\\_fillable\\_2021.pdf](https://www.wvdhhr.org/birth23/files/Authentic_Assessment_Rubric_fillable_2021.pdf)

### **Instructions for Use of the Scoring Rubric**

**The WV Birth to Three Scoring Rubric of Authentic Assessment Practices in Assessment Reports** is divided into six sections that support the provision of authentic assessment practices as defined in the Division of Early Childhood (DEC) Recommended Practices, "Authentic Child Assessment Practices Checklist". To prepare for the review of assessment reports, please take time to become familiar with the rubric sections and scoring definitions. Each infant, toddler and family will be different so you can expect a combination of scores in the ratings of 2 and 3. That is to be expected and an opportunity to learn. How could I have engaged that family differently, did my values, beliefs and assumptions impact my approach with the family, do I need to learn more about certain diagnoses or how to conduct motivational interview. If you find yourself scoring a rating of 1 in any section, you will want to take time to attend an authentic assessment training or to reflect upon the rating with your supervisor, peer or technical assistance specialist.

**Note for Supervisors:** It is important in your role as a supervisor to look at more than one assessment report before making decisions with your staff on appropriate steps for additional support.

## **Understanding the Sections of the Rubric**

***Everyday Routines and Activities:*** In this section you will look to see that there is clear documentation that the practitioner had a conversation with the family and other caregivers about what is going well and not going well within the activities and routines that the child and family are engaged in daily or periodically such as playtime, outings, mealtimes, attending childcare, etc., not a reporting of the child/family's schedule).

***Developmental Skills in Multiple Contexts:*** In this section ,you will look to see that there is clear documentation that the practitioner had a conversation with the family and other caregivers and also took time to observe how is the child using behaviors and skills functionally to participate within the routine or activity at home or within the community, not just reporting an isolated skill from a formal assessment tool.

***Family Characteristics, Child Preferences & Adult/Child Interaction Styles:*** In this section, you will look to see that there is clear documentation that the practitioner had a conversation with the family and other caregivers and also took time to observe 1) who is considered family and important informal and formal support systems and family culture, literacy level, 2) things of interest and that are motivating to the child such as favorite toys, activities or persons and 3) how the individuals who support the child respond to and play with the child, how they provide guidance and praise, and have they shared from their perspective what is working and not working.

***Recommendations to Enhance Child Participation:*** In this section, you will look to see that there is clear documentation that the recommendations are based on the family's expressed priorities, concerns, and preferences. And that the recommendations may fit easily into the child /family routines.

***Reporting Authentic Information:*** In this section, you will look to see that there is clear documentation of the domains assessed or observed and when technical jargon is used that it is explained in a way that anyone can understand what the jargon means.

***Assessment Tool Results:*** In this section, you will look to see that there is clear documentation that an approved WV Birth to Three Assessment Tool and reporting template was used and that the information supports what is needed to determine eligibility.

## **Additional Resources of Interest**

Daily Family Routines Form: [http://www.wvdhhr.org/birth23/rau\\_forms/Daily\\_Family\\_Routines.pdf](http://www.wvdhhr.org/birth23/rau_forms/Daily_Family_Routines.pdf)

Engaging Families As Assessment Partners: [https://ectacenter.org/~pdfs/decrp/PGP\\_ASM2\\_engagingfamilies\\_2018.pdf](https://ectacenter.org/~pdfs/decrp/PGP_ASM2_engagingfamilies_2018.pdf)

Family Friendly Communication via Authentic Assessment for EC Intervention Programs: <https://www.zerotothree.org/resources/3002-family-friendly-communication-via-authentic-assessment-for-early-childhood-intervention-programs>