



**AUTHENTIC ASSESSMENT  
TECHNIQUES FOR  
LANGUAGE AND LITERACY**

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**ENHANCING THE CULTURAL COMPETENCE OF  
SLPs THROUGH PREPARATION OF AUTHENTIC  
ASSESSMENT**

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**Authentic Assessment**

What are some factors that may influence your use of authentic assessments?



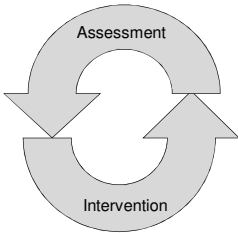

**Authentic Assessment**

- Principles of Authentic Assessment
- Implementation of Authentic Assessment Protocols




**Assessment and Intervention Cycle**

- Assessment informs Intervention
- Intervention informs Assessment
- Authentic assessment provides the focus for Intervention

**Authentic Assessments**

- Observation
- Structured Probes
- Behavioral Sampling
- Curriculum-Based Assessment
- Dynamic Assessment
- Checklists
- Rubrics
- Rating Scales
- Portfolios
- Ethnographic Interviewing



## Authentic Assessment and IDEIA

'The purpose of evaluating your child is to:

- Get a complete picture of your child's abilities as a starting point for planning educational services.
- Make recommendations about ways to meet your child's educational needs; and
- Determine eligibility for special education services.'

IDEIA, 2005



## Authentic Assessment and IDEIA

The evaluation of your child must:

- Use a variety of assessments tools and strategies to gather relevant and functional, developmental, and academic information.
- Gather information related to helping your child be involved in and progress in the general curriculum.

IDEIA, 2005



## Limitations of Traditional Assessment

Losardo & Notari-Syverson

- Underestimates the capabilities of children with disabilities
- Assesses behaviors not relevant to children's educational needs
- Does not contribute to programmatic and instructional decision making
- Does not contribute to intervention approaches and planning
- Informs neither the impact of the environment nor the instructional strategies that will be useful for the child



## Authentic Assessment

- Systematic
- Focused



## Systematic

- Follows accepted processes and practices
- Purposeful selection of processes and practices




## Focused

- Specific contextual targets
- Specific communication targets
- Yields a thorough description of communication
- Leads to contextualized goal setting
- Provides support for children across communication contexts and partners



5 Dimensions of Authentic Assessment  
Adapted from: Gulikers, Bastiaens, & Kirschner, 2004

1. Assessment tasks should be relevant and represent the knowledge and skills that the child needs to learn.
2. The physical environment should represent the way that the skills are actually used.
3. The social context should also represent the way the skills will be used.
4. The assessment result should incorporate the performance that is required of the child.
5. The criteria should be based on the level of performance indicated by the standards.




Observation Defined

To Observe: to watch carefully; to notice, perceive or come to a conclusion after careful watch and study.


Caution: Observer Bias Does Exist!

Webster's New World Dictionary of the College Edition, 1992. New York, NY: World.




Five Dimensions in Approaches to Observations  
Patton, 1990

1. Role of Observer
2. Portrayal of Observer to Others
3. Portrayal of Purpose to Others
4. Duration of Observation
5. Focus of Observation




Overt and Covert Observations

- People act differently when they know they are being observed (Overt).
- Covert observations are thought to be more representational than overt.
- Covert observations are very difficult in the school setting.




Patton, M.Q. 1990. *Qualitative Evaluation and Research Methods*. Newbury Park, CA: Sage.



Broad Scope or Narrow Focus Observation


**Broad Scope:**  
Incorporating all aspects of a setting

**Narrow Focus:**  
Looking at only a small portion of the setting or particular skills or behaviors



Broad Scope or Narrow Focus Observation

- A **broad** scope observation may include observing the entire classroom for a given period of time.
- A **narrow** focus observation may be an observation of transitions in the classroom or decoding skills



**Questions to Ask Before Observing**

Secord, Damico, Goodin, 1994

- What is the purpose of the observation?
- What are the contexts in which the observations will occur?
- What behaviors will be targeted? (Broad or Narrow)?
- How long will the observation occur?
- How will the observation be documented?



**Teacher-Student Partnership Within the Classroom Environment**

Secord, Damico, Goodin, 1994

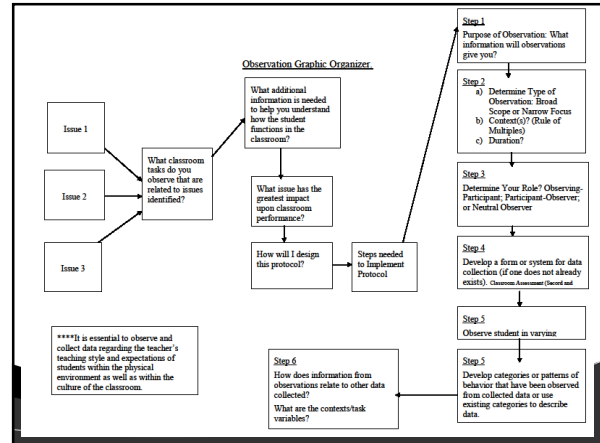
- Learning involves a partnership between student and teacher and their interaction within the classroom environment.
- Therefore it is essential to observe and collect contextually rich data regarding the teacher's teaching style and expectations of students within the physical environment as well as within the culture of the classroom.



**Teacher-Student Partnership Within the Classroom Environment**

Secord, Damico, Goodin, 1994

- Teaching Styles
  - Instructional language
  - Expectations of the students
  - Interactions between teacher and students
- Learning Styles
  - How does the student process, comprehend, and apply new information?



**Case Study**

- *Language/Literacy Challenge: Inferencing*
- *April is a 5<sup>th</sup> grade student. Her language arts teacher notes that she has difficulty answering comprehension questions from their classroom novel whether they in writing or asked orally. Her social studies and science teachers state she has difficulty making connections with events in social studies and concepts in science.*



**Observation:1**

- Step 1
  - Determine Type of Observation: Broad Scope or Narrow Focus, Context(s) and Duration.
  - Type: Narrow
  - Context: Two classrooms; language arts and science
  - Duration: 20 minutes
  - Observations: One in class when the students are reading a classroom novel and one in science when they are reading their text.



## Observation: 2

### Step 2

- Determine Your Role: Observing-Participant (minimal participation), Participant-Observer (active participation), or Neutral Observer
- Role: Neutral Observer and then a Participant Observer
- Neutral Observer: Observe in the classroom April's behavior while reading the text, participating in class discussion, and answering teacher questions.
- Participant Observer: Talk to April about the discussion/questions from the classroom probing further for those that cause her difficulty.

## Observation: 3

### Step 3

- Develop a form or system for data collection (if one does not already exists).
- List questions asked and on the form note student's response, behaviors, whether the response was appropriate or not, etc.
- List discussions topics and note student's participation and responses.

## Observation: 4

### Step 4

- Observe student in varying contexts.
- Observations occur in language arts and science.

## Observation: 5

### Step 5

- Develop categories or patterns of behavior that have been observed from collected data or use existing categories to describe data.
- \*\*Can April recognize and identify relevant information in the text that help her inference?
- \*\*Can April connect her experience to the text to help her inference?
- \*\*Can April integrate previous information in the text with new relevant information that can support her inferencing?

## Observation: 6

### Step 6

- How does information from observations relate to other data collected? What are the context/task variables?
- \*\*The social studies teachers reports the same concerns.
- \*\*The parents report the same concerns.
- \*\*April has difficulties answering inferencing questions on homework as well as tests.

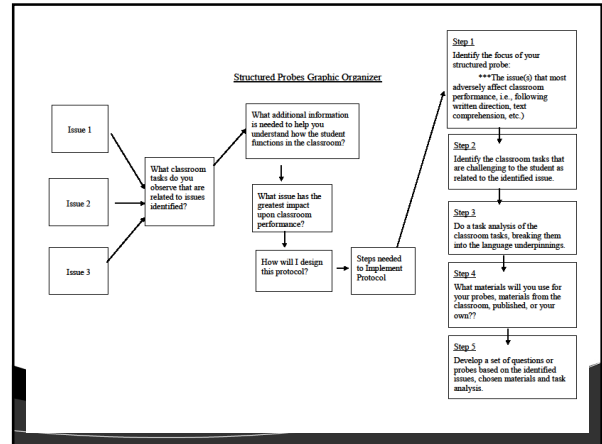
## Structured Probes Defined

- Elicitations of specific skills-responses
- Can be used to compare individual child to peers
- Can be generated to meet specific needs (rhyming, listening, grammar, etc.)
- "Think Alouds" to elicit metacognitive processes

## Structured Probes

Examples of:

- Following Directions Probe
- Writing Probe
- Reading Probe
- Story telling/retelling Probe
- Listening comprehension Probe
- Informal Language Probes



## Structured Probes: 1

### Step 1

- Identify the focus of your structured probe (the issue that adversely affects classroom performance, i.e., following written direction, text comprehension, etc.)

**\*\*Example:** Text Comprehension: When reading you have noticed that April has difficulty making inferences from fictional narratives and expository text.



## Structured Probes: 2

### Step 2

- Identify the classroom tasks that are challenging to the student as related to the identified issue:

**\*\*April** has to do different genre book reports every month. There is always an oral book report that goes along with this assignment and the teacher always asks inferential questions.



## Structured Probes: 3

### Step 3

- Do a task analysis of the classroom tasks breaking them into the language underpinnings.

**\*\*April** needs to recognize what is the important information and what information is not relevant. Then she can use the relevant from information to begin to inference. She also needs to think about what she knows from her life that will help her inference. Then she needs to put that all that information together to make that inference.



## Structured Probes: 4

### Step 4

- What materials will you use for your probes (materials from the classroom, published, or your own)?

**\*\*You** can start with some stories she is familiar with from her classroom and then move to similar type stories that she has not yet seen.



## Structure Probes: 5

### Step 5

- Develop a set of questions or probes based on the identified issues, chosen materials and task analysis.
  - \*\*Give April an inference that she needs to make from one of the stories.
  - \*\*Ask April what she thinks is important from the story that will help her answer the question. Did she recognize the important information from the story?
  - \*\*Ask April if there is anything else she knows from her experience that will help her answer the question.
  - \*\*Ask April to make the inference.



## An Example of a Structured Probe: Think Alouds

- May be referred to as “thinking language analysis” (Nelson, 1993)
- Elicits and evaluates a child’s thinking process as he/she completes a task
- Prompts such as “Tell me what you did here?” or “How did you get that answer?”
- Focuses on the process rather than the product



## Think Alouds

- Allows you to find specific point where breakdown occurs.
- Self-talk can be viewed as supporting thought (Vygotsky, 1962).
- Can be used across all areas of curriculum.



## Think Alouds

Wade, 1990

- Preparing the Text:
  - Choose a short passage, 80-100 words
  - New to reader-familiar topic
  - Appropriate level for reader
  - Topic sentence comes at the end of the passage
  - Text can be divided into segments 1-4 sentences



## Think Alouds

Wade, 1990

- You’ll need a grown up to help keep you steady.
- When get going fast enough, the grown-up can let go.
- When you feel more confident, you can pedal faster and faster.



## Think Alouds

Wade, 1990

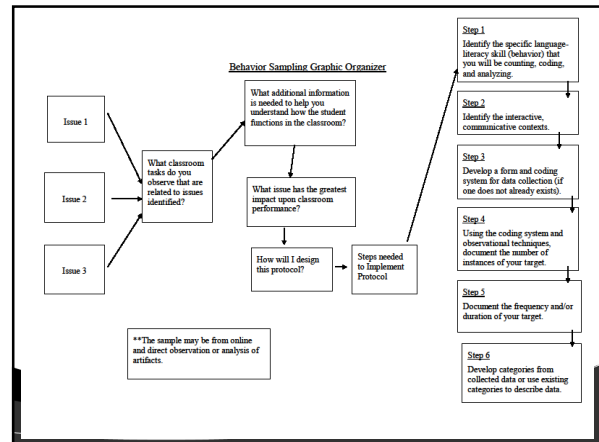
### Categories of Comprehenders

- The Good Comprehender
- The Non-Integrator
- The Non-Risk Taker
- The Schema Imposer
- The Storyteller



## Behavioral Sampling Defined

- Behavior is observed, described, coded, analyzed
- Inter-observer and Intra-observer reliability
- Frequency of behavior
- Duration of behavior
- Interactive, dimensional
- Behavior coding
- Uses observational techniques



## Behavioral Sampling: 1

### Step 1

- Identify the specific language-literacy skill (behavior) that you will be counting, coding, and analyzing.
- \*\*April has difficulty answering inferential questions from expository text and narrative text.
- The language-literacy behavior is answering inferential questions.

## Behavioral Sampling: 2

### Step 2

- Identify the interactive, communicative contexts.
- \*\*April will be observed in social studies, and science class during discussions in which the teacher will be asking inference type questions.
- (A third observation could be done to compare inferential questions from classroom novel-narrative).

## Behavioral Sampling: 3

### Step 3

- Develop a form and coding system for data collection (if one does not already exist). \*\*Three chart forms will be developed for tallying purposes and will include:
  - \*\*Types of Questions asked (who, what, where, when, why, how and inferential) to collect comparative data (performance on answering all types of questions compared to those that are more inferential).
  - \*\*Number of times teacher asked a question
  - \*\*Number of times April raised her hand
  - \*\*Number of times April responded correctly or appropriately

## Behavioral Sampling: 4

### Step 4

- Using the coding system and observational techniques, document the number of instances of your target.
- \*\*Do observations in science and social studies class.

## Behavioral Sampling: 5

### Step 5

- Document the frequency and/or duration of your target.
- \*\* Document the number of questions and the types of questions that April answered.
- \*\* Document any other noted behaviors.



## Behavioral Sampling: 6

### Step 6

- Develop categories from collected data or use existing categories to describe data.
- \*\*April raised her hand 5 times out of 7 when a concrete lower level question was asked in science class.
- \*\*April answered concrete questions correctly 3 out of 5 times when called upon by the science teacher.
- \*\*April raised her hand 3 times out of 8 when a concrete lower level question was asked in social studies class.
- \*\*April did not raise her hand when inferential questions were asked (5 opportunities in science class and 3 opportunities in social studies class).
- \*\*When inferential questions were asked, April looked down at her desk (5 times inferential question in science class and 3 opportunities in social studies class).
- \*\*When called upon by the teacher to answer 2 inferential questions, April answered the 2 questions incorrectly.



## Curriculum-Based Assessment Defined

- To determine if the child has the language skills and strategies to process and apply the language of the regular curriculum.
- The focus is on determining the mismatch between the setting/curriculum and the students learning style.



## Curriculum-Based Assessment

How well the student has mastered a portion of the curriculum is usually described in terms of Bloom's Taxonomy, 1956 (knowledge, comprehension, application, analysis, synthesis, evaluation).



## CURRICULAR WORK SAMPLES

- Completed tests
- Writing samples
- Samples of homework
- Standardized testing
- Student's plan book
- Writing journals
- In-class assignments
- Math work samples
- Directions within the homework or tests
- Textbooks



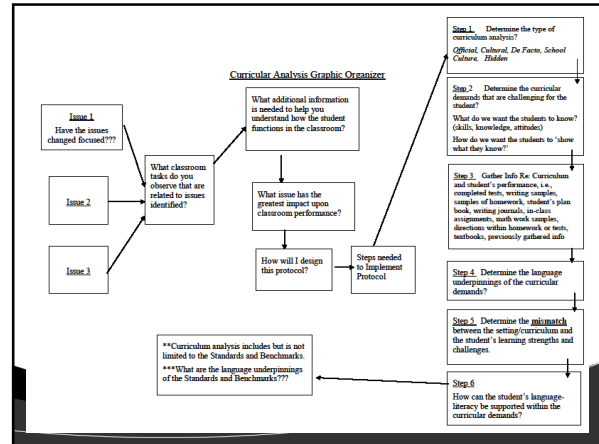
## Curriculum Task Analysis Questions

- What are the language/cognitive underpinnings that the student needs to have to complete the task?
- What are the steps that student needs to do to complete the task?
- What are general education requirements? (Standards & Benchmarks)



## Curriculum Analysis

- Content Area: K-12, English-Language Arts
- Standard: Reading Process
- Benchmarks for Grade 5: Comprehension Strategies, Self-monitoring strategies, Independent Reading
- Grade-Level Indicators: Summarize info in text, recognize that there may be several important ideas rather than just one main idea, and identify details that support each.



## Curricular Analysis: 1

### Step 1

- Determine the type of curriculum analysis?
- *Official, Cultural, De Facto, School Culture, Hidden*

\*\*April demonstrates difficulty answering inferential questions from the official (State and District standards and benchmarks) as well as the De Facto curriculum (Textbook curriculum). She demonstrates an understanding of the school/classroom curriculum and the hidden curriculum (the expectations and routines that are not specifically stated).



## Curricular Analysis 2

### Step 2

- Determine the curricular demands that are challenging for the student?
- What do we want the students to know? (skills, knowledge, attitudes)
- How do we want the students to 'show what they know?'

\*\*Answering inferential questions is part of the official curriculum as well as the De Facto curriculum. We know that answering inferential questions is difficult for April. Inferential questions are part of classroom discussions, homework assignments, tests and quizzes, class essay writing, and following directions from textbooks, worksheets, or spoken directions in the classroom.



## Curricular Analysis: 3

### Step 3

- Gather Info Re: Curriculum and student's performance, i.e., completed tests, writing samples, samples of homework, student's plan book, writing journals, in-class assignments, math work samples, directions within homework or tests, textbooks, previously gathered info.



## Curricular Analysis: 4

### Step 4

- Determine the language underpinnings of the curricular demands?

\*\*Within the curriculum, students are expected to be aware that information/concepts/ideas are not always directly and concretely specified or expressed, recognize the text structure of what is being read or heard, recognize the most relevant information within that particular text structure, retain that relevant information to make text to text connections as well as self to text connections, deduce or draw conclusions about information that is not specifically stated.



## Curricular Analysis: 5

### Step 5

- Determine the **mismatch** between the setting/curriculum and the student's learning strengths and challenges.
- \*\*April's comprehension is very concrete and literal. She does not demonstrate an understanding that information does not/is not always specifically stated. She demonstrates ability to answer concrete, literal questions because she can go back and 'find the answer.'



## Curricular Analysis: 6

### Step 6

- How can the student's language-literacy be supported within the curricular demands?
  - \*\*Student taught and modeled how to highlight relevant information
  - \*\*Discuss process of inferred information and to answer inferential questions
  - \*\*Use of 'think alouds' with textbooks and other curricular materials
  - \*\*Self-questioning strategies regarding what type of question is being asked and what response is required to match the type of question.



## Dynamic Assessment Defined

Ukrainetz, Harpell, Walsh, & Coyle, 2000

"Dynamic assessment is a process-oriented approach to evaluation that looks at children's responses to learning situations rather than at the traditional assessment measures that examine only product-oriented, static measures of performance."



## Dynamic Assessment

- Dynamic Assessment Question: What is the best that a child can do? What is the process that will help us find this out?
- Features of Dynamic Assessment
  - (Hassan & Joffe, 2007)
  - Process vs. Product
  - Assess or actively facilitates learning
  - Focus on how the learning can be best modified



## Test-Intervention-Retest

### Test Phase:

- Select the target of your assessment based on language and literacy concerns
- The target should be embedded within a context that reflects its use
  - Demands (Merritt & Culatta, 1998): Content, Text, Context, Response and Cognitive and Metacognitive,
- There is no adult assistance at this step.



## Test-Intervention-Retest

<http://www.asha.org/about/leadership-projects/multicultural/issues/da/default>

### Intervention Phase:


- Child is provided with:
  - systematic support
  - prompts and cues
  - feedback
- The amount of change with support is determined



## Mediated Learning

<http://www.asha.org/about/leadership-projects/multicultural/issues/da/components.htm>:  
Miller, Gillam, & Pena, 2001


- Intentionality: Relate to the child what you are working on and why you are working on it.
- Meaning: Let the child know why the target is important
- Example: Provide the child with a model or sample of what you are targeting.
- Transcendence: Help the child relate what you are working on to other situations/instances of the target
- Competence/Planning: Help the child in planning for how they will use the new skill



## Mediated Learning

<http://www.asha.org/about/leadership-projects/multicultural/issues/da/components.htm>


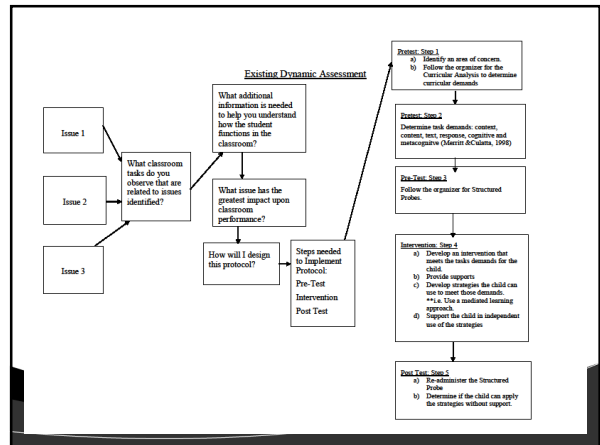
- Child Responsivity
  - What was the child's ability to respond to mediated learning?
  - What was the child's level of attention?
  - What kind of learning strategies did the child use?
- Transfer
  - How well does the child use the new strategies: within the MLE, to other tasks, and to other contexts?
- Examiner Effort
  - What is the level of support that the child needed?
  - What kind of support did the child need?



## Test-Intervention-Retest

Retest Phase:

- Use the same activity that was used in the Test Phase
- Determine from the retest if there was any change due to the feedback and supports provided in the Intervention phase
  - How well does the child perform without support?
  - How well does the child use strategies that were learned in intervention phase?
- The retest phase can be used to set new goals or new assessment targets


## Dynamic Assessment

### Pre-Test :1

Pre-Test Step 1

- Identify an area of concern.

**\*\*April has difficulty inferencing. She can not identify relevant information that will inform her inference.**



## Dynamic Assessment


### Pre-Test:2

Pretest: Step 2

- Determine task demands: context, content, text, response, cognitive and metacognitive (Merritt & Culatta, 1998)

**\*\*April:**

Context: Classroom reading and discussion and homework  
 Content and Text: Fictional narratives and content area text  
 Response: Oral and written responses  
 Cognitive and Metacognitive: Identification and application of information needed for inferencing.



## Dynamic Assessment Pre-Test:3

### Step 3

- Follow the organizer for Structured Probes: Complete a task analysis and develop a set of probes

### \*\*April:

Read a fictional narrative and then text from a content area with April and ask an inferential question then ask the following questions:

1. Can you find a clue in what you read?
2. What is that clue?
3. Why is it important?
4. Can you find a clue from your own life that is not in the what you read?
5. Why is it important?

## Dynamic Assessment Intervention: 4

### Intervention: Step 4

- Develop an intervention that meets the task demands for the child.
- Provide supports
- Develop strategies the child can use to meet those demands.
  - i.e. Use a mediated learning approach.
- Support the child in independent use of the strategies

## Dynamic Assessment Intervention:4

### \*\*April:

- **Intentionality:** Today we're going to talk about how to inference. We're going to find words and ideas that help us inference. These words and ideas are in what you read and from your real life. We're going to talk about why they are important and how they help us inference.
- **Meaning:** Inferencing is important because sometimes when we read the reading gives us clues and we have to figure out what they are talking about.

## Dynamic Assessment Intervention: 4

### Example:

- Question from text: What do you think would happen to the earth's climate if volcanic activity increased to 10 times the current level?
- Information in text: "In large scale eruptions, volcanic ash, along with sulfur rich gases, can reach the upper atmosphere. As the ash and gases spread around the globe they can block out sunlight." (adapted from Earth Science)
- I'm thinking of some clues in what we read that would tell us what the climate would be like? I see the reading says that the ash and gases can block out the sunlight. Hmm.. I know that when it's a cloudy day and there's not much sunlight its cooler. If the volcanic activity is 10 times more, I bet it will be very cold. (Think Aloud)
- Practice an example with April identifying the information and giving reasons (Have April Think Aloud through this example)

## Dynamic Assessment Intervention: 4


- **Transcendence:** Think about at time you came into the kitchen. There was a smell of cookies, there are bowls and spoons all around and the oven is on. What is happening? What are the clues? What do you know from these clues?
- **Planning:** So the next time you read your social studies text what steps will you take to make an inference? (List out steps).

## Dynamic Assessment: 5

- Retest


## Continuum of Specificity

- Checklists
- Rating Scales
- Rubrics




## Checklists Defined

- Checklists are somewhat like a questionnaire in that they are a list of skills or behaviors that the respondent reads and checks to indicate the presence or absence of a particular skill/behavior.
- Checklists simply require a “yes/no” , +/- or ‘present or absent,’ response.



## Checklists Defined


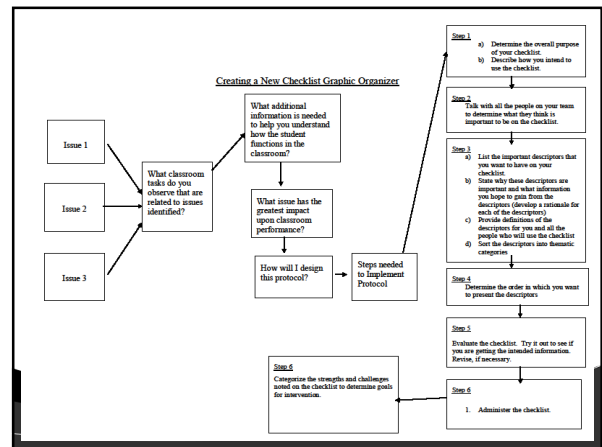
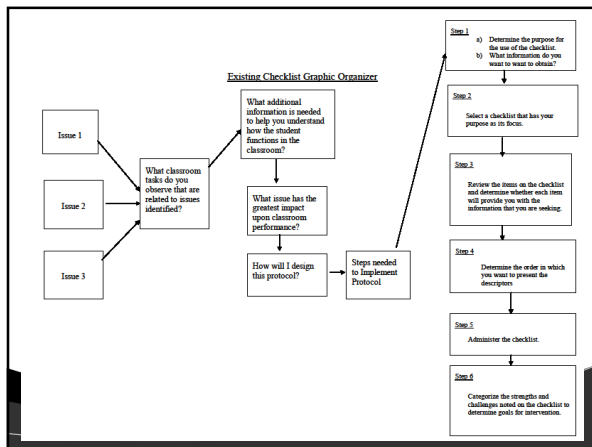
- Do not confuse a checklist with a rating scale.
- Most checklists are informal creations of SLPs or other professionals. However, some are formal, published, and even standardized assessment tools.



## Checklists

Goodin, 2003

- Team Decision
- Purpose/Intent
- Descriptors: Defined and Prioritized
- Evaluate for Reliability
- Revise as Needed
- Categorize Strengths and Challenges for Intervention planning

## New Checklist:1

### Step 1

- Determine the overall purpose of your checklist
- Describe how you intend to use the checklist.
  - \*\*The purpose of the checklist is to determine whether or not April has the basic skill to inference across fiction and content area reading.
  - \*\*The checklist will be used to determine areas of need to support April in her inferencing.



## Checklist: 2

### Step 2

- Talk with all the people on your team to determine what they think is important to be on the checklist.
  - \*\*Confer with the classroom teacher to determine what specific difficulties April is having and what she would like to know.
  - \*\*Combine her needs with yours and create the checklist.



## Checklist: 3

### Step 3

- List the important descriptors that you want to have on your checklist.
- State why these descriptors are important and what information you hope to gain from the descriptors (develop a rationale for each of the descriptors).
- Provide definitions of the descriptors for you and all the people who will use the checklist.



## Checklist: 3 (con't)

### Step 3

- Ability to do the following in that they are important components to inferencing:
  - Respond to questions requesting an inferential response
  - Identify text based information that will aid in inferencing
  - Describe why the information is important
  - Identifying experience based that will aid in inferencing
  - Describe why the information is important



## Checklist: 3 (Con't)

### Step 3

- Definitions:
  - Text based information: Any vocabulary or content from a text that provides relevant information to aid in inferencing
  - Experience based information: Any relevant experience that provides vocabulary, scenarios, schemas, etc. that aid in inferencing.



## Checklist: 4

### Step 4

- Determine the order in which you want to present the descriptors
  1. Identify text based information that will aid in inferencing in fictional narratives. Y N
  2. Describe why the information is important. Y N
  3. Identify text based information that will aid in inferencing in content area reading. Y N
  4. Describe why the information is important. Y N
  5. Identifying experience based information that aids in inferencing in fictional narratives. Y N
  6. Describe why the information is important. Y N
  7. Identify experience based information that aids in inferencing in content area reading. Y N
  8. Describe why the information is important. Y N
  9. Respond to questions requesting an inferential response for fictional narratives. Y N
  10. Respond to questions requesting an inferential response for content area reading. Y N



### Checklist: 4

April:

1. Identify text based information that will aid in inferencing in fictional narratives. Y N
2. Describe why the information is important. Y N
3. Identify text based information that will aid in inferencing in content area reading. Y N
4. Describe why the information is important. Y N
5. Identifying experience based information that aids in inferencing in fictional narratives. Y N
6. Describe why the information is important. Y N
7. Identify experience based information that aids in inferencing in content area reading. Y N
8. Describe why the information is important. Y N
9. Respond to questions requesting an inferential response for fictional narratives. Y N
10. Respond to questions requesting an inferential response for content area reading. Y N



### Checklist: 5, 6, 7

#### Step 5

- Evaluate the checklist. Try it out to see if you are getting the intended information. Revise, if necessary.

#### Step 6

- Administer the checklist.

#### Step 7

- Categorize the strengths and challenges noted on the checklist to determine goals for intervention.
  - April has difficulty identifying information from both the text and her experiences that contribute to inferencing in content area reading
  - April can not answer inferential questions based on content area text.



### Rubric Defined

Montgomery, 2001

A rubric is an assessment device that uses clearly specified evaluation criteria and proficiency levels that measure student's achievement on those criteria



### Rubric Defined

Wiggins, 1998

- A rubric is a set of scoring guidelines for evaluating student's work
- A rubric contains a scale of possible points to be assigned to the work
- A rubric provides descriptors for each level of performance



### Rubric Defined

Wiggins, 1998

Rubrics answer the following questions:

- By what criteria should performance be judged?
- Where should we look and what would we look for to judge performance?
- What does the range of quality of performance look like?
- How do we determine validity, reliability, and fairly what scores should be given and what scores mean?
- How should the different levels of quality be described and distinguish from one another?



### Scoring Rubrics

Perlman, 2002

Components of Scoring Rubrics:

- One or more dimensions on which performance is rated
- Definitions and examples that illustrate the attribute(s) being measured
- A rating scale for each dimension



## Holistic Rubrics

Schreyer Institute for Innovative Learning, 2001

### Holistic

- Provides a single score based on an overall impression of a student's performance
- Advantage: quick scoring, provides an overview of student achievement
- Disadvantage: does not provide detailed information, may be difficult to provide one overall score



## Rating Scales Defined

- A rating scale goes beyond the 'presence or absence' of a particular behavior
- Offer a broader array of choices such as; "emerging, developing, mastered" or some variation of a "usually, sometimes, never".



## Rating Scales

- Rating scales set criteria and standards for grading a student's performance in an academic or social area.
- They are generally assignment or task specific, so they change according to task.
- Users evaluate a student on how well or to what degree he or she demonstrates a trait.



## Rating Scales

- Informs instruction &/or intervention: development requires careful reflection about learning activities and students' strengths and weaknesses.
- Improves communication between users, students, and parents because the criteria are explicit and consistent.



## Rating Scales

- Identify a set of underlying language traits associated with an assignment or activity.
- Build a scale for scoring each trait.
- Four-point scales are the most common.
- The number of traits and complexity of each point on a scale depend on the goals of the builder.



## Holistic Rubric/Rating Scale

- Develop a set of descriptors and assign a rank to each of the descriptors
  - frequently, sometimes, rarely, never
  - 1-2-3-4-5



### Holistic Rubric

1. Identify text based information that will aid in inferring in fictional narratives  
Always Frequently Sometimes Rarely Never
2. Describe why the information is important.  
Always Frequently Sometimes Rarely Never
3. Identify text based information that will aid in inferring in content area reading.  
Always Frequently Sometimes Rarely Never
4. Describe why the information is important.  
Always Frequently Sometimes Rarely Never
5. Identifying experience based information that aids in inferring in fictional narratives.  
Always Frequently Sometimes Rarely Never
6. Describe why the information is important.  
Always Frequently Sometimes Rarely Never
7. Identify experience based information that aids in inferring in content area reading.  
Always Frequently Sometimes Rarely Never
8. Describe why the information is important.  
Always Frequently Sometimes Rarely Never
9. Respond to questions requesting an inferential response for fictional narratives.  
Always Frequently Sometimes Rarely Never
10. Respond to questions requesting an inferential response for content area reading.  
Always Frequently Sometimes Rarely Never

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### Holistic Rubric: April

1. Identify text based information that will aid in inferring in fictional narratives  
Always Frequently Sometimes Rarely Never
2. Describe why the information is important.  
Always Frequently Sometimes Rarely Never
3. Identify text based information that will aid in inferring in content area reading.  
Always Frequently Sometimes Rarely Never
4. Describe why the information is important.  
Always Frequently Sometimes Rarely Never
5. Identifying experience based information that aids in inferring in fictional narratives.  
Always Frequently Sometimes Rarely Never
6. Describe why the information is important.  
Always Frequently Sometimes Rarely Never
7. Identify experience based information that aids in inferring in content area reading.  
Always Frequently Sometimes Rarely Never
8. Describe why the information is important.  
Always Frequently Sometimes Rarely Never
9. Respond to questions requesting an inferential response for fictional narratives.  
Always Frequently Sometimes Rarely Never
10. Respond to questions requesting an inferential response for content area reading.  
Always Frequently Sometimes Rarely Never

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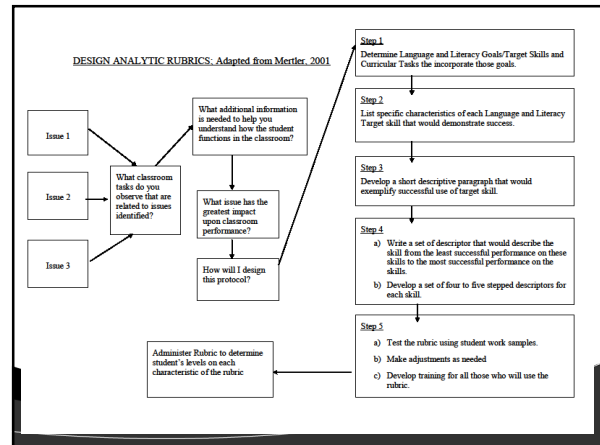
### Analytic Rubrics

Schreyer Institute for Innovative Learning, 2001; Arter & McTighe, 2001

**Analytic**

- Provides specific feedback along several dimensions
- Divides a product or performance into essential traits so that they can be judged separately
- Advantages: More detailed feedback, scoring more consistent across students and graders
- Disadvantage: Time consuming to score

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### Analytic Rubrics: 1

**Step 1**

- Determine Language and Literacy Goals/Target Skills and Curricular Tasks the incorporate those goals.
- Demands for April:
- Context: Classroom reading and discussion and homework
- Content and Text: Fictional narratives and content area text
- Response: Oral and written responses
- Cognitive and Metacognitive: Identification and application of information needed for inferring.

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### Analytic Rubrics: 2 and 3

**Step 2**

- List specific characteristics of each Language and Literacy Target skill that would demonstrate success.

**Step 3**

- Develop a short descriptive paragraph that would exemplify successful use of target skill

**\*\*April needs to recognize the important information and what information is not relevant. Then she can use the relevant information to begin to inference. She also needs to think about what she knows from her life that will help her inference. Then she needs to put that all that information together to make that inference.**

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## Analytic Rubrics:4

### Step 4

- Write a set of descriptor that would describe the skill from the least successful performance on these skills to the most successful performance on the skills.
- 1. Identify relevant text based information reading expository text.



## Analytic Rubric: 4

### Step 4 (cont.)

- Develop a set of three to five stepped descriptors for each skill.
- 1. Identify relevant text based information reading expository text.
  - \*\*Absent: The important information is never recognized
  - \*\*Emerging: The important information is recognized but the irrelevant information is not filtered out
  - \*\*Accomplished: The important information is recognized and the irrelevant information is filtered out.



## Analytic Rubric: 5 & 6

### Step 5

- Test the rubric using student work samples .
- Make adjustments as needed
- Develop training for all those who will use the rubric.

### Step 6

- Administer Rubric
  - Determine student's levels on each characteristic of the rubric
- \*\*April is at the Emerging level when reading expository text. She can recognize the important information but can not filter out the irrelevant information.



## Portfolio

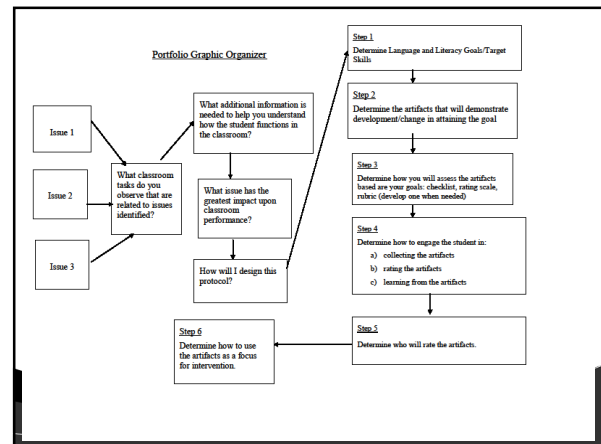
Damico, 2002

- A portfolio is a collection of materials, information, and artifacts that has been systematically collected over time
- Reflects and truly represents the work of a specific student.
- Planning, collecting, and analyzing multiple sources of data in the portfolio for predetermined reasons is **Portfolio Assessment**.



## Portfolio vs. Scrapbook

- The artifacts in a portfolio are subjected to some type of analysis/scoring to demonstrate change over time.
- A scrapbook is just a collection of artifacts with no analysis.



## Portfolio: 1

### Step 1

- Determine Language and Literacy Goals/Target Skills

\*\*April has difficulty answering questions that require inferencing.



## Portfolio: 2

### Step 2

- Determine the artifacts that will demonstrate development/change in attaining the goal.

\*\*April consistently has had difficulty answering inferential questions on tests in science, social studies, and language arts, homework assignments, and class work such as completing worksheets, and labs.



## Portfolio: 3

### Step 3

- Determine how you will assess the artifacts based on your goals: checklist, rating scale, rubric (develop one when needed).

\*\*April's performance answering inferential will be assessed by using an analytic rubric to determine where the breakdown occurs in her ability to use and apply information to answer inferential questions. An analytic rubric will be developed to specifically address inferential questions.



## Portfolio: 4

### Step 4

- Determine how to engage the student in:
  - collecting the artifacts
  - rating the artifacts
  - learning from the artifacts

\*\*April will help to gather previously completed tests, homework assignments, and class work. She will go over each artifact to reflect upon with what she feels that she struggles.



## Portfolio: 5

### Step 5

- Determine who will rate the artifacts.

\*\*April and the SLP will go through each artifact to complete the analytic rubric. Her science, social studies, and language arts teachers will also complete the analytic rubric.



## Portfolio: 6

### Step 6


- Determine how to use the artifacts and analytic rubric as a focus for intervention.

\*\*Using April's previously completed tests, the SLP will introduce, illustrate, and model the strategies to use information to answer inferential questions so that April can practice, and apply the strategies within the class room curriculum.



**Ethnographic Interviewing**  
**Defined**  
Westby, 2003


- Ethnographic Interviews seek an understanding of the family's culture from the parents' perspective.
- Ethnographic Interviewer seeks an understanding of the family's culture from the parents' perspective.
- Ethnographic methods are used to understand the culture from the frame of reference from a member of that culture.



**Ethnographic Interviewing**  
Westby, Burda, & Mehta  
(http://blackboard.uc.edu/webapps/portal/frameset.jsp?tab\_id=2\_1&url=%2fwebapps%2fblackboard%2fexecute%2fau ncher%3ftype%3dCourse%26id%3d\_3182321\_1%26url%3d)

**The Right Questions:**

- Use rather than meaning
- Open-Ended
- Restating
- Summarizing
- Avoiding multiple, leading, or 'why' questions



**Ethnographic Interviewing**  
Westby, 2003


**Types of Descriptive Questions**

- Grand Tour: Broad Experiences
- Mini Tour: Specific Activity
- Example: Example of Experience
- Experience: Within a specific setting
- Native Language: Terms & phrases



**Ethnographic Interviewing**  
Westby, 2003


- **Grand Tour**  
*\*\*Tell me about a typical homework day for April?*
- **Mini Tour**  
*\*\*Tell me about her homework from science or language arts?*
- **Experience Questions**  
*\*\*Share with me what specifically challenges her when answers homework questions?*
- **Example Questions**  
*\*\*Could you share some examples of when her homework may be challenging for her?*
- **Native Language Questions**  
*\*\*You mentioned that April's homework often 'gives her fits.' Can you describe what it looks like when April is having 'a fit' with homework?*



**Ethnographic Interviewing**  
Westby, 2003

**Types of Structural Questions**

- Strict Inclusion - Categories
- Means-End – Behaviors
- Rationale – Reasons for




**Pre-Assessment Plan**  
Adapted from: Gulikers, Bastiaens, & Kirschner, 2004

Student Name: \_\_\_\_\_  
Grade/D.O.B: \_\_\_\_\_  
Authentic Assessment Technique: \_\_\_\_\_

- Current Interventions and Accommodations:
- Area of concern: Focus on Language-Literacy
- Dimensions of Authentic Assessment
  - Tasks: Curricular and Content Based
  - Language Underpinnings of Curriculum and Content
  - Physical Environment
  - Social Context
  - Required Performance
  - Criteria/Benchmarks
- Who are the people who will collect the data?

Prendeville and Wellman, 2008




Post Assessment Summary

Name: \_\_\_\_\_  
 Grade & D.O.B: \_\_\_\_\_  
 Authentic Assessment Technique: \_\_\_\_\_  
 Date \_\_\_\_\_

- What were the findings and outcomes of the protocol?
- What other information do I need?
- What interventions should be tried to support the child?
- How does the information inform the instruction for this child?

Prendeville & Wellman, 2008




Triangulation Data Form

Name: \_\_\_\_\_  
 Grade & D.O.B: \_\_\_\_\_  
 Authentic Assessment Technique: \_\_\_\_\_  
 Date \_\_\_\_\_

	Technique or Information Source	Technique or Information Source	Technique or Information Source	Technique or Information Source	Technique or Information Source	Triangulation of Information: Summary Statement
Issue	Outcome	Outcome	Outcome	Outcome	Outcome	
Issue	Outcome	Outcome	Outcome	Outcome	Outcome	
Issue	Outcome	Outcome	Outcome	Outcome	Outcome	Prendeville & Wellman, 2008

Prendeville & Wellman, 2008



Equations for Goal Setting  
 Prendeville & Wellman, 2008

Task Demands - Student Abilities =  
 Student Challenges/Goals

As Abilities ↑ then  
 Challenges and Goals ↓

Child Centered Goals + Task Centered  
 Goals = Intervention and Supports

