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Authentic Assessment in Early Intervention / Early Childhood Special Education

Abstract

Recent “best practice” recommendations in the field of early intervention (EI) / early childhood special education (ECSE) argue that assessment plays a key role in appropriately identifying children in need of support services and in delivering appropriate services. Yet, young children’s capabilities are often ‘mismeasured’ when evaluated, resulting in an unwise distribution of support resources and service delivery. The present review of the literature identifies goals of assessment in EI/ECSE practices, and examines how more traditional approaches vs. recently proposed authentic assessment models meet assessment goals. Implications for future research for further validation of CBM / authentic assessment approaches to meet EI/ECSE assessment objectives are discussed.

Keywords

early intervention, early childhood special education, CBM