

Observing Children

A Tool for Assessment

ECE II and ECE III



Assessment

- ∞ Watching children and recording (documenting) capabilities over time.
- ∞ This information is then used as the basis for curriculum decisions when planning for one child or groups.

Purpose of Assessment

- ✎ Inform teacher of developmental needs
- ✎ Gain insights into your children – how do they learn? What are their interests?
- ✎ Individual and classroom problems can be identified
- ✎ Identification of special needs
- ✎ Compare what you see to what children should be doing at certain ages (milestones)
- ✎ Useful in parent conferences (especially works well if documented – keep records)
- ✎ Evaluating your program – are there safety issues? Does there need to be more rigor? What can be done better, quicker, cheaper?

Initial vs. Ongoing (The *WHEN* part)

- ∞ Initial – beginning assessment, a baseline, a snapshot of the child
- ∞ Ongoing – takes more time, tracks progress, compares past to present, show growth

Formal vs. Informal

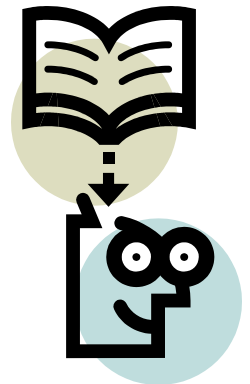
- ✂ FORMAL – planned, students and adults are aware of your visit because you are looking for something specific
- ✂ INFORMAL – not obvious, may still be there to look for something in particular
- ✂ Children are naturally CURIOUS and will want to know what you are doing and why – Answer HONESTLY. Avoid keeping the conversation going.
- ✂ In other words – blend in with the crowd unless you and the observed have it planned.

Videotaping and Photographing Safety

- ✂ Be sure to consult parents and families
- ✂ Usually safest to have written consent form signed
- ✂ If simply using for educational purposes, do not attach student names to images
- ✂ Always ask permission before observing any student or class from the teacher whether recording images or not

4 Types of Observations

- ✎ Anecdotal records (must be objective) – write what happens verbatim
- ✎ Checklist – records presence or absence of specific traits or behaviors – check off developmental milestones
- ✎ Participation chart – gain insight on specific behaviors – record when children fall asleep at nap time or record what centers a child spent time in for certain periods of time
- ✎ Rating scales – record the degree to which something is present – example: a rubric



Anecdotal Record

✂ Name: Carrie

✂ Date: March 1, 2012

✂ Age: 3

✂ Setting: dramatic play center

✂ Time: 8:30- 8:45

✂ Observer: Mrs. Tabacchi

✂ Incident: Carrie went directly to the dramatic play center when she arrived at school. She placed the cash register at a table. Tony entered. He stepped behind the cash register and said, "I want to play with this." Carrie said, "No, I had it first!" Then using her arm, she hit Tony and began pushing him away. Tony shrugged and walked away. As Tony walked away, a smile came across Carrie's face.

Checklist

- Student: Wyatt Anderson
- Age: __3__ years __6__ months
- Date of observation: 2/9/12
- Observer: Mrs. Tabacchi

	YES	NO
Catches ball with arms	x	
Throws ball underhand	x	
Completes forward somersault	x	
Rides tricycle skillfully		x

Activity Participation Chart

Time	8:30-8:45	8:45 – 9:00	9:00-9:15
Sam	b	b	a
Emmanuel	dp	s	dp
Liza	s	a	m
Jamie	m	s	a
Donavan	m	m	m

B Block center
Dp Dramatic play center
S sensory
M Manipulatives
A Art center

Rating Scale

✧ NAME: Jo Ellen

✧ AGE: 4 years 1 month

✧ OBSERVER: Mrs. Tabacchi

✧ DATE: April 6, 2012

	1 – never	2 - sometimes	3 - usually	4 - always
Is patient and conscientious			X	
Verbally expresses anger / frustration		X		
Shows willingness to cooperate				X

Ticket Out the Door

∞ Name two
types of
assessment
tools.

