

Observing and Recording

Read the professional article and answer the questions below.

1. It is important to observe, record, and assess all areas of a child's development. Think about and record ways in which you can **INFORMALLY** assess children's abilities, skills and achievements without 'testing' them. (*"What color is this?"* when asking children in circle time to identify the color of circles or colors on a chart is a form of testing.) Describe an activity for each area. One example has been given. Give another one. Make sure to include the age of the child you are observing. It makes a big difference in what you can expect him or her to do.

PHYSICAL Watch a three-year-old child on the outside climber to see if the child can pull himself up using upper body strength.

COGNITIVE Notice if a four-year-old child can correctly pass out napkins at snack for a one-to-one correspondence showing an understanding of number concepts.

EMOTIONAL Watch a two-and-a-half-year-old child come in each morning. If he can leave his parent without too much fussing, he is developing his sense of self.

SOCIAL Watch the three-year-old child at circle time. If the child can sit quietly for even a few minutes and listen to what others are saying, the child is progressing socially.

2. Begin a binder for each child this month. (If you already have them, add to each.) Make two additions to each child's binder this week. Select ONE binder and do the following. Make copies of everything and include with the test.

- a. Write about both pieces of work added (why you thought each was important).
- b. Write about each piece and what it shows you about the child's skills or progress.
- c. Plan and explain one activity that you will have the child do to either help her master a skill or move her abilities to the next level.

3. Families should be included in sharing the information you've learned about their children through the assessment process. Likewise, families are perfect partners to let you know what they've discovered about their children.

- a. Hold at least two conferences during the year (fall and spring) to discuss: the child's strengths and weaknesses
 - the child's progress
 - the child's interests
 - family expectations for the child during the year.
- b. Now, together decide on some learning strategies based on your combined goals.
- c. Tell the family some specific activities you will be doing with child to achieve these goals.
- d. Suggest ways the family can help the child such as reading to the child each day, setting out some writing and art materials for the child to use on her own.
- e. Make a written plan—one for you and one for the family. Plan another conference to assess the child's progress, note any changes and make new plans.

For this test, schedule a conference with a family this month. Use the steps suggested above (a, b, c, d, e) and write a plan. Send it in with this test.

Name _____		
Address _____		
City _____	State _____	Zip Code _____
Telephone _____		
<input type="checkbox"/> CDA <input type="checkbox"/> TRAINING CERTIFICATE		

Content Area # 7 Observing and Recording a Child's Growth