

OBSERVATION AND ASSESSMENT

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OBJECTIVES

- Understand the importance of assessment
- Identify the tools and methods for conducting assessments
- Utilize assessment to collect, analyze, and apply information about the program's success

OBSERVATION

The teacher's role as a listener and observer of children is our most important role. It is the way we stay in tune with the needs and interests of children

- Look
- Listen
- Learn



PLANNING THROUGH OBSERVATION

- Changes to the environment, activities, and projects are based on what we learn about children and their experience
- Teachers can be more in tune with individual children
- Enables us to set appropriate goals
- When the environment and experiences are carefully planned, children are more likely to be engaged and present fewer behavior problems.

OBSERVATION

Simply document the behaviors that you see.

Don't get ahead of yourself by interpreting the observations, just record the facts:

1. What the children are doing
2. What materials the children are using
3. How children are using these materials
4. What the children are saying

WORDS TO AVOID IN OBSERVATION

- Happy
- Sad
- Angry
- Funny
- Lonely
- Bossy
- Generous
- Sloppy
- Neat
- Beautiful
- Ugly
- Creative
- Bored
- Helpful
- Lazy
- Talented
- Nice
- Kind
- Aggressive
- Smart
- Shy
- Scared
- Artistic
- Needy
- Curious
- Intelligent
- Excited
- Pretty
- Generous
- Selfish





RECORDING OBSERVATIONS (PG. 310-311)

- Brief Notes
- Anecdotal Records
- Running Records
- Diary/Journal Observations
- Matrices
- Event Sampling
- Time Sampling
- Checklists
- Rating Scales

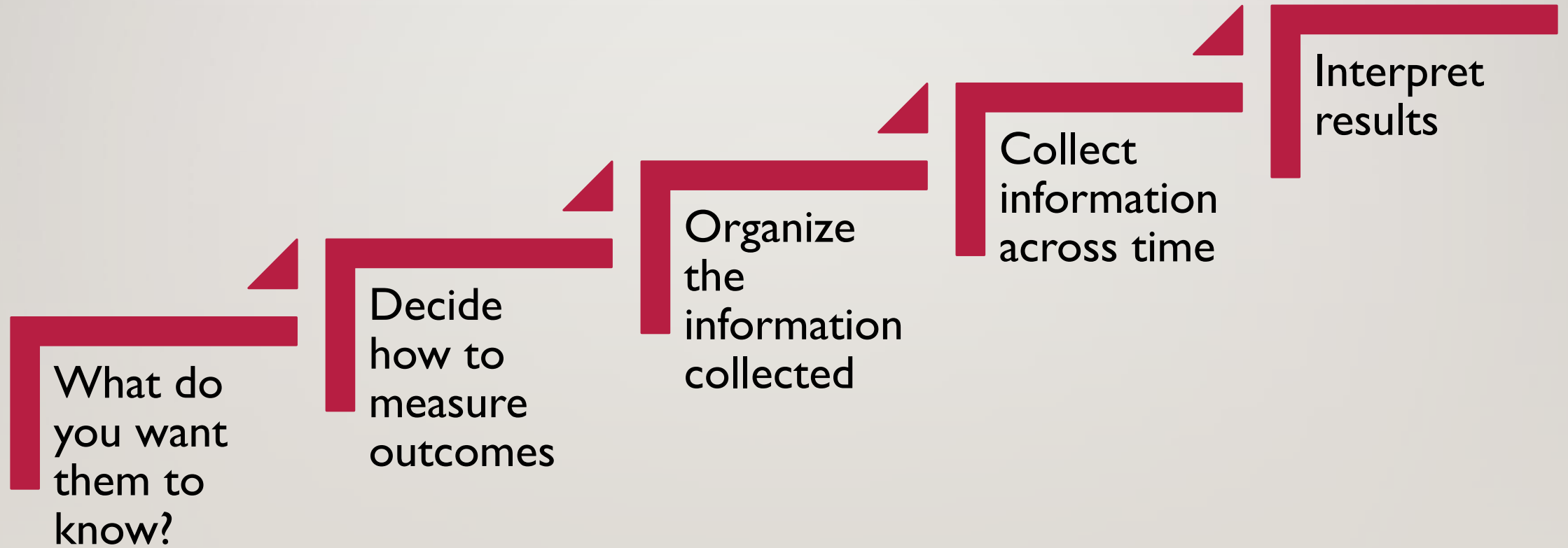
ASSESSMENT

CHARACTERISTICS OF ASSESSMENT

- Appropriate
- Meaningful
- Strength-based
- Use a variety of tools
- Family-engagement
- Inclusive



TEACHER-MADE ASSESSMENTS





COLLECTING AND DOCUMENTING

- Anecdotal observations
- Journals and blogs
- Photo documentation
- Developmental screening
- Structured assessment



ORGANIZING AND MAINTAINING RECORDS

- Portfolios
 - Focus on purpose and milestones, not scrapbooking
 - Limit to meaningful examples
- Developmental profiles
- Bulletin boards

COLLABORATION AND REFLECTION

- Create opportunities for families and teachers to communicate
 - Intakes/conferences
- Use assessments to connect home and school practices
 - Journals
- Help families make the connections between assessment and educational standards
- Be respectful of cultural differences



PLANNING AND GOAL SETTING

- Partner with parents to set goals based on the assessment
- Curriculum and activity planning
- Changes to the learning environment
- Program transitions

