

OBSERVATION AND CHILD ASSESSMENT

Child Assessment

Procedure:

Observations, Portfolio and Assessment information is used to develop curriculum including individualization and environment. Valid and intentional planning that includes periodic family input is essential to good planning for the child's future growth. It is important to do quality assessment continuously in order to provide the appropriate selection of activities that will support and child's growth and development.

Teachers will observe and gather data on each child in all objectives in TS Gold. Each week seven (7) children will be focal children and plans & activities will be developed using the Individual Child Planning Form which is a part of the Teaching Strategies GOLD on line system. This form will include each child's strengths, needs and interests. Each focal child will be assigned a number to be used throughout the year for documentation on the lesson plan. These numbers will be used to indicate specific activities and materials in the environment planned for each focal child.

Teachers will base their assessment determinations on multiple sources of input that will include the following:

- Parent information from Application, Initial Staffing, Initial Home Visit surveys, Home Language Inventories, Parent Observation Journals, the My Child activity sheet and Child Planning and Progress Report visits.
- TS Gold
- Observation of children
- Portfolio contents

After check points have been assigned the teacher will begin the development of the Family Conference Form (See Procedure under Family/Teacher Home Visit/Conference Procedure). Follow the procedure for completion of the Family Conference Form.

Observations

Procedure:

All Education staff will observe children and write observations. Observations need to contain the facts, be specific include the mood (tones of voice, facial expressions, body language, etc) and a beginning, middle and end. Observations are entered by the teacher, teacher assistants with a CDA and staff approved by the education department. Observations begin the first day of class and documentation of observations will be entered in TS Gold within 24 hours.

Groups observations will need further editing to identify specific information about each child. A preliminary checkpoint can be assigned at this time.

Each child (termed the Focal Child) will be observed for the entire day to capture as much information for the domain areas as possible. There will be at least five (5) observations per child. Each observation will be assigned one (1) to Five (5) objectives.

As you prepare for each checkpoint there needs to be at least one observation for each of the 38 objectives.

GUIDELINES FOR OBSERVING CHILDREN:

1. Set realistic expectations for how and when to observe the child; it is neither practical nor necessary to observe the child for long blocks of time. It may be best to set aside five to ten minutes during different parts of the day on a regular basis. Vary times, activities, and days of the week that you choose to observe a particular child.
2. Write down your observations; you should record what you see and hear during the observation or immediately afterwards. Date each observation and try to note times, activity, and who was with the child-peer and/or adult. Be sure your recorded observations tell a story and are not fragmented pieces of information. Utilize both anecdotal and running observation techniques.
3. Be objective. Record what you see, not what you think you see. Avoid recording assumptions about what the child may feel or intend. Review your comments during debrief time and eliminate subjective or judgmental words or phrases.

PORTFOLIO SYSTEM

PROCEDURE:

The portfolio is a record of some areas of the child's progress.

You will collect portfolio contents as follows:

- children's writing
- drawings
- photographs; projects and studies, people they have interacted with and any child creations.
- written dictation

The Portfolio Contents check list assists you in establishing a system for collection. Staple the Portfolio Contents inside each portfolio. You will gather samples three time throughout the program year at a minimum. Details of the collection dates are on the Portfolio Contents. Target dates are November, January, and March.

S:\Policy and Procedures\Education\Portfolio System 10-08

PORTFOLIO CONTENTS

CHILD'S NAME _____ **Program Year**

TEACHER _____

NOVEMBER	JANUARY	MARCH	SPECIFIC ITEMS
			Photo of child playing Example: Large or Fine Motor Projects, etc.
			1 Artwork Sample
			1 Writing Sample
			1 Written Dictation Sample (Language)
			1 Cutting Sample
			1 Special Item Chosen By Child

