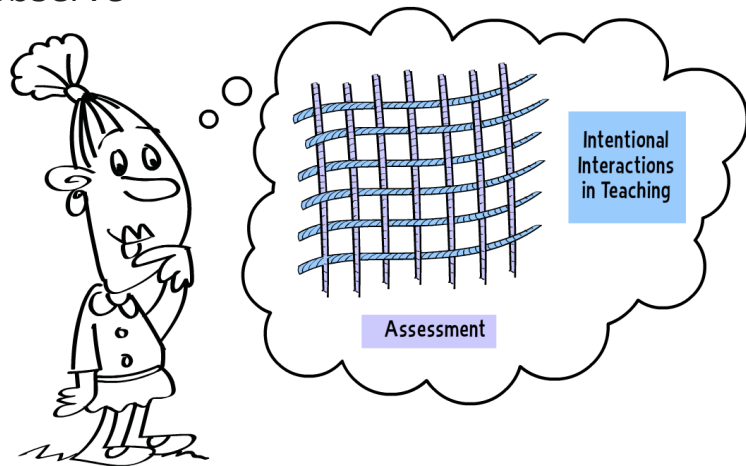


Assessment for Decision Making: **Everyday Evidence**

**WHAT'S IN THIS PD2GO PACK?**

Assessment is a critical part of helping young children learn and develop. To be effective, assessment must be woven into everyday interactions with children. Adults who work with children continuously gather and assess evidence and use it to inform decisions. In this pack, participants will learn strategies for weaving assessment into everyday practice and how to recognize windows of opportunity to observe and assess children.

**Your Participants Will...**  
 increase their capacity to assess young children as part of their routine practice.



**SUPPORTING MATERIALS**

**Facilitator's Guide** Everything you need to facilitate this PD2GO presentation on Everyday Evidence including an interactive presentation page along with step-by-step presenter's notes.

**Coaching Corner** One page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

## HOW TO USE THIS FACILITATOR'S GUIDE

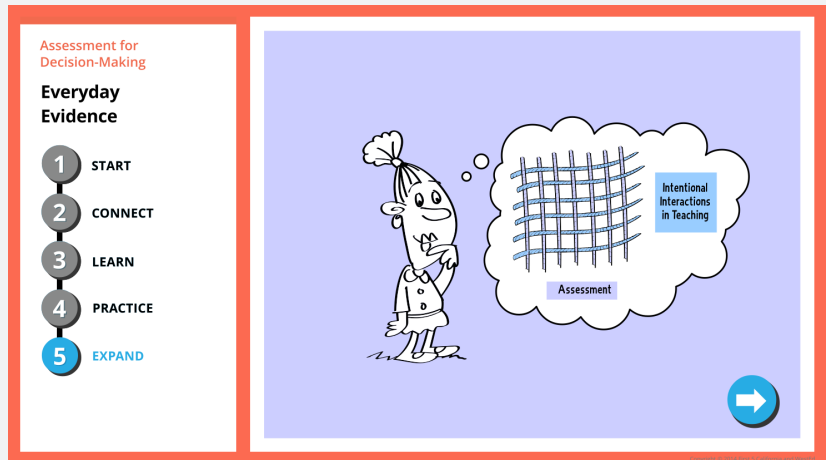
This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend [opening the pack presentation](#) as you go through this Facilitator's Guide.

### THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

#### ■ Steps

Click on each number icon to begin the section of the presentation — use the presenter's notes in this guide to facilitate each step of the presentation.



### DOWNLOADABLE MATERIALS

#### ■ In This Pack

Click on the downloadable materials hyperlink to access all materials related to this presentation.



#### ■ In This Bundle

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.

#### MATERIALS

In this pack, you will find:

[Download all \(3.2 MB\)](#)

- 
**Facilitator's guide (3.4 MB)**  
 Everything you need to facilitate this PD2GO presentation on Everyday Evidence, including an interactive presentation page along with step-by-step presenter's notes.
- 
**Coaching Corner (150 KB)**  
 One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

In this bundle, you will find:

[Download all \(260 KB\)](#)

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:

- 
**Digging Deeper (120 KB)**
- 
**Family Connections (170 KB)**
- 
**Resource Links (130 KB)**

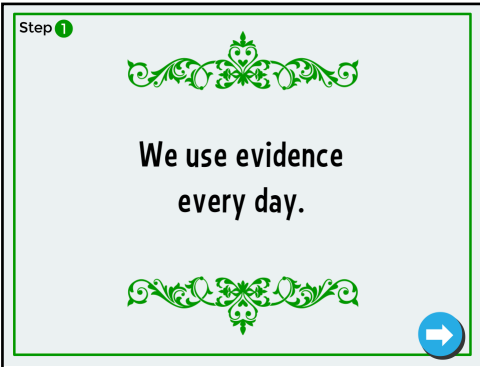
### EXPANDING ON THIS PD2GO PACK

This presentation on *Everyday Evidence* can be used individually or in conjunction with related packs in the bundle, including *Making Decisions*. Additional resources and materials in this bundle (*Digging Deeper*, *Resource Links*, and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

**STEP 1:**  
**START**

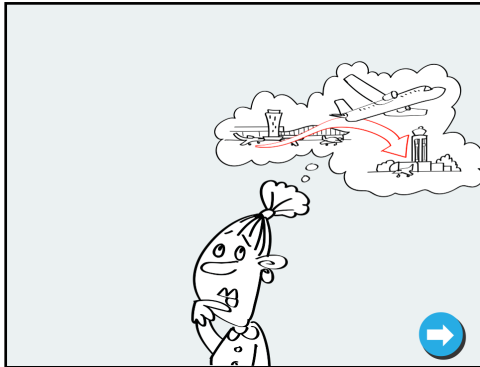
**PRESENTATION SEQUENCE**

**FACILITATOR'S NOTES**



[4 min] **CLICK** **Step 1 - Start**

**Facilitator:** *We use evidence every day to assess many things. Actually, we are quite good at it. Here are some examples.*

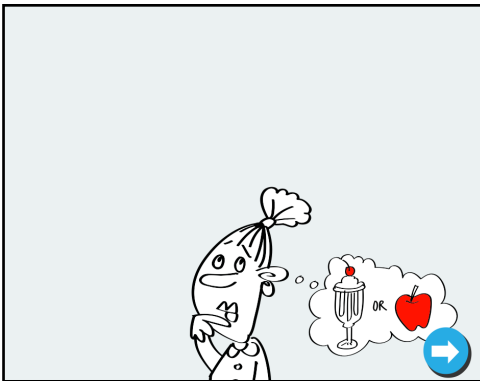


**CLICK**

**Facilitator:** *Think of all you need to know when planning a trip. What information do you assess before booking a flight?*

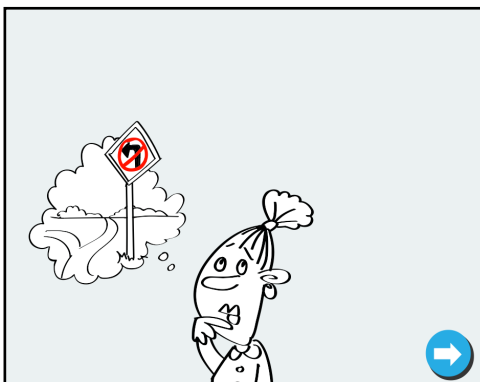
Pause for response, if any.

**Facilitator:** *You consider departure and arrival times, cost, and availability. You collect many different types of information, assess that information, and make a decision.*



**CLICK**

**Facilitator:** *When deciding on an afternoon snack, you might weigh the health impact of eating fruit versus ice cream.*



**CLICK**

**Facilitator:** *Think of all you assess when driving. When you make a left turn against traffic, you have to assess the speed of oncoming traffic, the presence of pedestrians, and weather conditions. Then, you have to integrate that information with your knowledge of how you drive and how your car responds. Lives depend on you doing it well and safely, and you make a determination in a matter of seconds.*



**CLICK**

**STEP 1:** *Continued*  
**START**

**PRESENTATION SEQUENCE**

**FACILITATOR'S NOTES**

What have you assessed in the past 24-48 hours?

**Facilitator:** *Now let's think about the information you have assessed in the past 24-48 hours. Think of examples that had nothing to do with children.*

*What kinds of information did you need to gather and understand?*

*What decisions did you make?*

Allow time for participants to think and write. Then ask them to share their ideas. Look for examples of all kinds of information: costs, directions, times, or temperature.



Every day, we gather and use information to make decisions.




Go to step 2: **CONNECT**

**Facilitator:** *As illustrated in these examples, we gather and assess information every day to make decisions.*

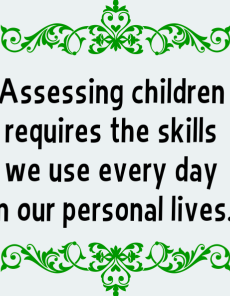

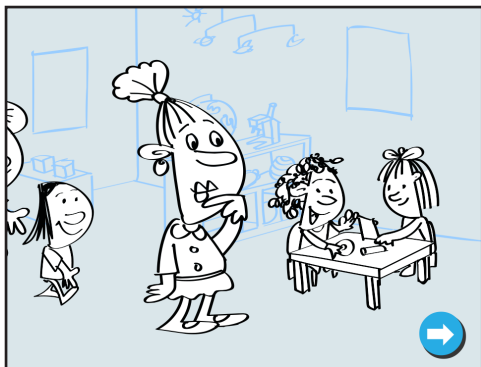
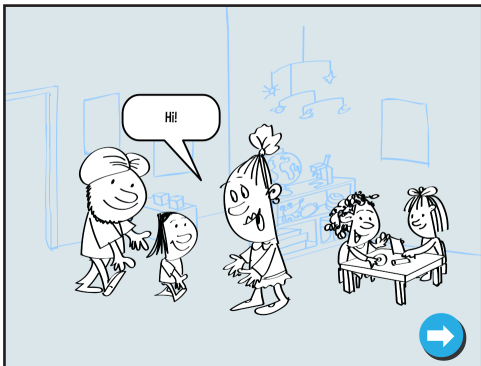


## STEP 2: CONNECT

### PRESENTATION SEQUENCE

Step 2

Assessing children requires the skills we use every day in our personal lives.

### FACILITATOR'S NOTES

[1 min]

CLICK  **Step 2 - Connect**

**Facilitator:** *Assessing children requires many of the same skills we use every day in our personal lives. In our work with children, we gather information to assess and use this information to make decisions.*

CLICK 

**Facilitator:** *For example, you learn about children's interests as you observe them playing in the block area. Based on what you see, you may think about what props to add to extend their play.*

CLICK 

**Facilitator:** *When greeting children in the morning, you learn about how they are feeling—if they have difficulty separating from their families and how quickly they adjust to the school environment. This information influences how you interact with each child.*

CLICK 

**Facilitator:** *During small group activity, you may assess whether children can follow directions, stay engaged with a task, or work with others. This evidence helps you plan learning opportunities that meet the needs of the whole group and of individual children.*

CLICK 

**STEP 2:** *Continued*  
**CONNECT**

**PRESENTATION SEQUENCE**



Collecting and using good information is a critical part of helping children learn and grow.



Go to step 3: LEARN

**FACILITATOR'S NOTES**

**Facilitator:** *Collecting and using good information is a critical part of helping children learn and grow. But sometimes it can be hard to make assessment fit into an already full day.*

**STEP 3:**  
**LEARN**

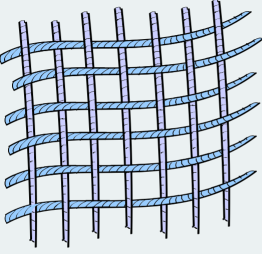
**PRESENTATION SEQUENCE**

Step 3




Weaving assessment into everyday practice makes ongoing assessment manageable.





Intentional Interactions in Teaching

Assessment



**FACILITATOR'S NOTES**

[5 min]

CLICK 

**Step 3 - Learn**

**Facilitator:** *Weaving assessment into our everyday practice makes ongoing assessment manageable. Instead of seeing assessment as one more thing we need to do, let's explore how we can weave assessment into our everyday experiences with children.*

CLICK 

**Facilitator:** *Think about assessment and intentional interactions with children like fibers in woven fabric. Just like the blue and purple fibers hold the fabric together, assessment and intentional interactions hold a child's learning experience together. We assess while interacting with children, and that assessment affects both our current interaction and the decisions we make about future interactions.*

CLICK 

**STEP 3:**  
**LEARN** *Continued*

**PRESENTATION SEQUENCE**

**FACILITATOR'S NOTES**



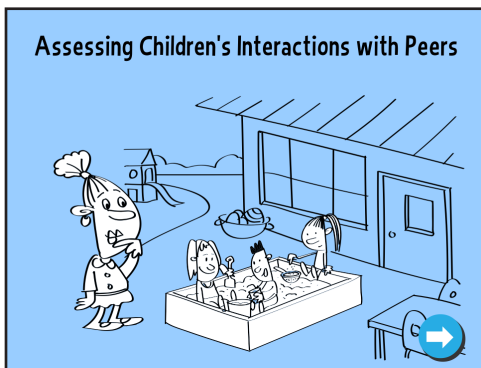
**Facilitator**

*Let's think about how to weave assessment into our daily interactions with children. It is helpful to think of windows of opportunity during our daily routines when we are most likely to observe certain behaviors, skills, and knowledge. Think about times throughout the day when children are most likely to exhibit these competencies.*



**Facilitator**

*For example, we are interested in assessing important competencies like children's interactions with peers.*



**Facilitator:**

*When are we most likely to have a window of opportunity to assess children's peer interactions?*

- *When in the day might we expect children to interact with their peers?*

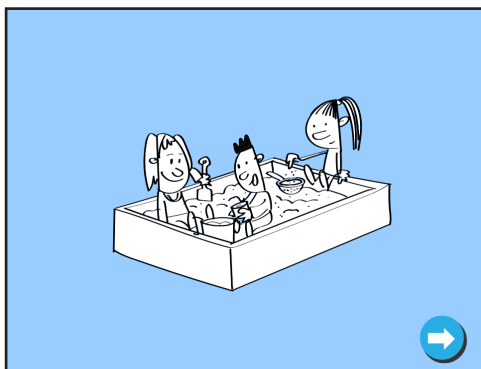
*Pause for responses.*

- *As children arrive and choose an indoor activity*
- *Outdoor play*
- *Dramatic play*
- *Snack time*

- *What questions might we ask about their interactions?*

*Pause for responses.*

- *Do children play side-by-side or interact with others?*
- *Do they play cooperatively?*



### STEP 3: LEARN *Continued*

#### PRESENTATION SEQUENCE



Windows of opportunity help us weave assessment into daily routines.



Go to step 4: PRACTICE

#### FACILITATOR'S NOTES

**Facilitator:** *Windows of opportunity help us weave assessment into daily routines.*

### STEP 4: PRACTICE

#### PRESENTATION SEQUENCE

Step 5



Let's Practice!




#### FACILITATOR'S NOTES

[4 min]

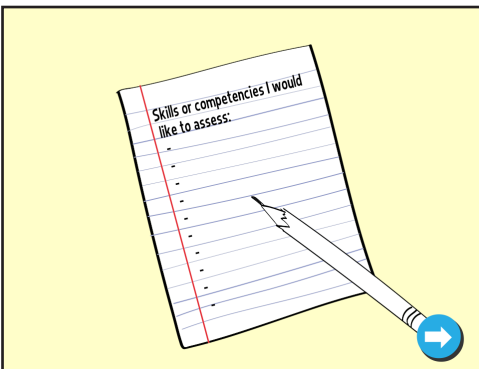


#### Step 4 - Practice

**Facilitator:** *Let's practice using windows of opportunity to weave assessment into our daily routines.*



**Facilitator:** *Think about what you would like to assess in your own classroom or early childhood setting. Write down two or three specific skills or competencies you would like to observe.*



Skills or competencies I would like to assess:

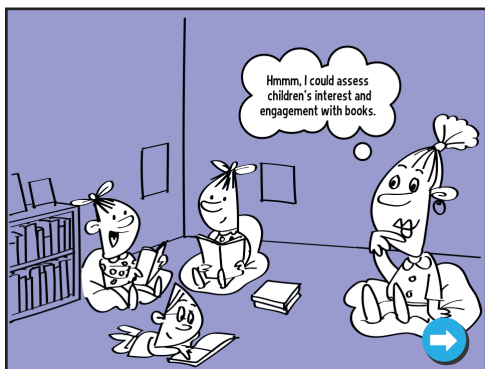
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## STEP 4: PRACTICE *Continued*

### PRESENTATION SEQUENCE



### FACILITATOR'S NOTES

**Facilitator:** *For example, you may want to assess children's interest in literacy.*

Here are some suggestions in case participants need guidance:

- Interest in literacy
- Conflict negotiation
- Problem solving
- Fine motor skills

Invite someone to share something from their list.

**Facilitator:** *When in the day might we expect children to engage in the skill or competency you identified?*

Pause for responses.

**Facilitator:** *What information do you plan to gather while assessing this specific skill or competency?*

Pause for responses.



**Facilitator:** *As you shared, we can assess specific skills or competencies as part of daily routines with children.*

  
**We can assess specific skills or competencies as part of daily routines with children.**



Go to step 5: EXPAND

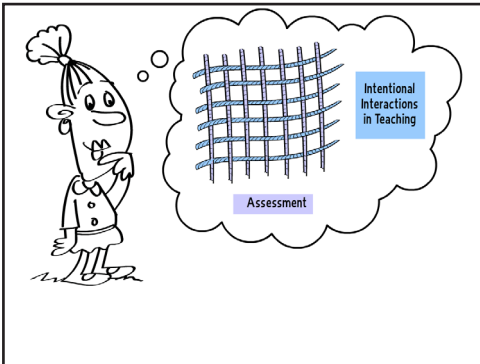
# STEP 5: EXPAND

## PRESENTATION SEQUENCE

Step 5



Plan how to assess as part of your daily routine with children.



## FACILITATOR'S NOTES

[1 min]



### Step 5 - Expand

**Facilitator:** *Let's plan how to assess as part of your daily routine with children. Now that you have explored a strategy for weaving assessment into your everyday routines, think about other windows of opportunity to assess children.*



**Facilitator:** *In the next day or two, choose a skill or competency you are interested in assessing. Plan ahead. Identify your windows of opportunity to observe and assess this skill or competency. Think of times in the day when you are most likely to observe this behavior or competency.*



**Facilitator:** *Weaving assessment into everyday practice makes ongoing assessment manageable and effective.*