

# DIGGING DEEPER

## EFFECTIVE ASSESSMENT



### Using Observation and Documentation Using Resources to Deepen Your Understanding

#### DIGGING IN: OBSERVING WITH PURPOSE



**Resource:** *Observing with Purpose: Pack Presentation, Step 2*  
(Follow the link below to access this resource.)

<https://f5cae4.org/en/packs/17>

#### ACTIVITY

Watch the video in step 2 of the pack, *Observing with Purpose*. Then read the vignette below, which illustrates a teacher's observation.

#### Observing Owen and Lucía during Outdoor Play

*Juana observes Owen and Lucía talk about using a tricycle in the outdoor play area.*

**Owen:** It's mine. I want it.

**Lucía:** No, it's my turn. I want it. It's mine!

*Juana walks over to Owen and Lucía.*

**Juana:** You both want to ride the tricycle, but we have only one. What can we do?

**Owen:** She can go on the slide.

**Lucía:** No! I want to ride!

**Juana:** Owen, Lucía wants to use the tricycle, too. Is there something else we can try?

**Lucía:** I can ride a little and then he can go.

**Juana:** Owen, how does that sound? Lucía can take a turn and then you can take a turn.

**Owen:** OK, I go next.

*Juana thinks to herself: "I should make a note of this conflict between Owen and Lucía. Owen suggested a solution to meet his own desires, and Lucía suggested a solution that considered both her and Owen's needs."*



#### GUIDING QUESTIONS

- What developmental information might Juana observe in this interaction?
- When might Juana plan to observe the same skill again?
- How can Juana ensure that she views this interaction as objectively as possible?

#### KEY CONSIDERATIONS

- How might you use what you learned in this activity to enhance your observation skills?

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### Using Observation and Documentation Using Resources to Deepen Your Understanding

#### DIGGING IN: FOR THE RECORD



**Resource:** *For the Record*: Pack Presentation, Step 2  
(Follow the link below to access this resource.)

<https://f5cae4.org/en/packs/18>

#### ACTIVITY

Watch the video in step 2 of the pack, *For the Record*. Then read the two examples of documentation below.

##### Anecdotal Record 1

Feb 10, 11:30 a.m., dramatic play area with lots of different colored shoes out of their boxes. Desiree and Anika pull out all the blue shoes and sort them into a pile. Anika puts two blue shoes next to each other on the floor and says, "Look! This is bigger. That one is little." Desiree finds the matching bigger blue shoe in the pile and says, "Here's the big one."

##### Anecdotal Record 2

Feb 10, 11:30 a.m., dramatic play area. Anika and Desiree enjoy playing with shoes in the shoe area. They put the shoes in two piles. Desiree is glad the shoes are separated, but Anika is frustrated that shoes of different sizes are in the same pile. Anika describes two shoes.

#### GUIDING QUESTIONS

- How are these two records different?
- Highlight or write down any differences you find between the two records. Circle any words that might indicate interpretation of the children's actions or emotions.
- What do we learn about the two children from the first record that we don't learn from the second record?

#### KEY CONSIDERATIONS

- How might you use what you learned in this activity to ensure that your documentation is as objective as possible?

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### Using Observation and Documentation Using Resources to Deepen Your Understanding

#### DIGGING IN: INTERPRETING OBSERVATIONS



**Resource:** *Interpreting Observations*: Pack Presentation, Step 2  
(Follow the link below to access this resource.)

<https://f5cae4.org/en/packs/20>

#### ACTIVITY

Watch the video in step 2 of the pack, *Interpreting Observations*. Then read the vignette below that shows an example of teachers reflecting on observation data.

*Recently, teachers Tiana, April, and Max observed and recorded children's pattern exploration in their environment. The children experienced patterns using objects, movement, and sound.*

**Tiana:** I see that you wrote an observation note about Yuli's patterning skills, Max. Can you share with us what you observed?

**Max:** Well, yesterday at breakfast, Yuli was watching Sam make a pattern alternating apple and orange segments on his plate, which was apple-orange-apple-orange. Yuli tried to make the same pattern, but instead she made apple-apple-orange-apple. With a few guiding questions from me, she was able to make the same pattern as Sam.

**April:** Yuli is very interested in patterns. Earlier this week, she noticed the pattern of children on the carpet. She pointed and said, "Boy-girl-boy-girl."

*Tiana makes a note of April's observation.*

**Tiana:** Sounds like Yuli and a few other children are really developing their patterning skills. I wrote a note that she recognized a blue-green repeating pattern in blocks that was blue-green-blue-green.

**April:** I need a reminder of the phases of patterning development.

*April goes to the shelf and pulls down the California Preschool Learning Foundations and opens it to the Math section.*

**Tiana:** I'll pull up the DRDP Math measures on my computer, too.

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What's happening as part of this review?

- Reflection
- Interpretation
- Using Resources
- Planning



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### Using Observation and Documentation Using Resources to Deepen Your Understanding

#### DIGGING IN *Continued*

Tiana, April, and Max consult the California Preschool Learning Foundations and DRDP.

**Max:** It seems like Yuli and a few other children in the group can identify simple patterns consistently.

**Tiana:** Yes, I agree, and I think duplicating and creating patterns is in their ZPD.

**April:** Let's brainstorm some activities we can plan using the California Preschool Curriculum Framework.

#### GUIDING QUESTIONS

- How did Tiana and the other teachers reflect on observation data to learn more about Yuli's patterning skills?
- What interpretations did Tiana, April, and Max make about Yuli's development? To what extent were the interpretations objective?
- What resources did they use to help them with their interpretations?
- How did Tiana and the other teachers use what they learned to inform curriculum planning?

#### KEY CONSIDERATIONS

- How might you use what you learned in this activity to enhance your reflection skills?

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### Using Observation and Documentation Using Resources to Deepen Your Understanding

#### DIGGING IN: ORGANIZING FOR ASSESSMENT



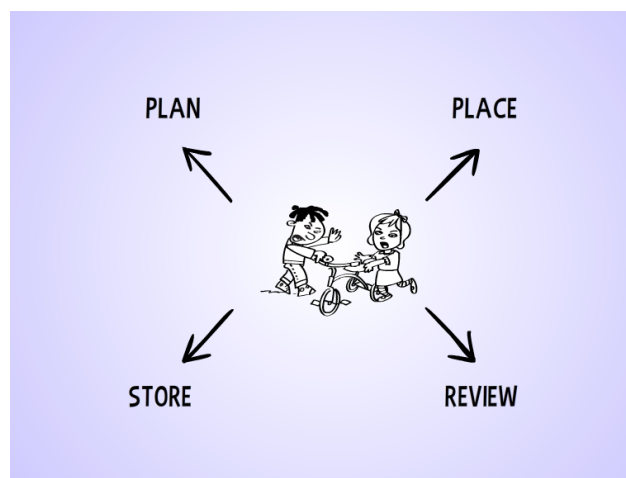
**Resource:** *Organizing for Assessment*: Pack Presentation, Step 2  
(Follow the link below to access this resource.)

<https://f5cae4.org/en/packs/19>

#### ACTIVITY

Watch the video in step 2 of the pack, *Organizing for Assessment*. Then read the short vignette below to think more about the strategies discussed in the video.

*Tiana regularly uses observation in her classroom to learn more about the children in her care. She has noticed recently that Owen is having conflicts with his peers. Tiana wants to learn more about Owen's cooperative play and conflict negotiation skills.*



#### GUIDING QUESTIONS

- Plan what and when to observe.
  - What kind of window of opportunity (spontaneous, targeted, or prompted) might Tiana use to observe Owen?
- Place recording materials in easy-to-access places throughout your learning space.
  - What kinds of recording materials might Tiana use to record her observation?
- Store information in an organized, systematic way.
  - How might Tiana store and organize her documentation?
- Review observations regularly.
  - How might Tiana set up a routine to regularly reflect on her observations?

#### KEY CONSIDERATIONS

- How might you integrate observation more into your daily routines?