

Wilfong-Junior Lab-Off-Site Learning Packet Day 6- Observation and Assessment of Children

You now have new knowledge of the methods used to assess children's abilities and how to ensure authentic assessments are being completed. Remember descriptive phrases provide exactly what is seen and heard, while interpretive phrases provide one's thoughts about what they see or hear.

Complete worksheet Activity A and also 3-2 to demonstrate your new knowledge.

(32 points)

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Observing Children: A Tool for Assessment

Check Your Understanding

Activity A
Chapter 3

Name _____
Date _____ Period _____

Read the following statements related to assessment. Circle *T* if the statement is true or *F* if the statement is false.

- T F 1. Observation is one of the newest methods of learning about children.
- T F 2. Assessment is the process of observing, recording, and documenting children's growth and behavior over time.
- T F 3. Evaluation is the process of reviewing the information and finding value in it.
- T F 4. Assessment helps keep the teacher and curriculum responsive to the needs of children.
- T F 5. A child's strengths and weaknesses can be identified through the assessment process.
- T F 6. A single assessment is an exact assessment of ability or performance.
- T F 7. Developmental milestones are characteristic behaviors considered normal for children in specific age groups.
- T F 8. Formal assessment is often used by early childhood teachers.
- T F 9. Teachers prefer to use only one method for gathering information about the children.
- T F 10. Anecdotal records are the simplest form of direct observation.
- T F 11. Anecdotal records should include generalizations about the motives, attitudes, and feelings of the children.
- T F 12. Observations should always be factual and unbiased.
- T F 13. An interpretation attempts to explain observed behavior and give it meaning.
- T F 14. Interpretations may be influenced by feelings, values, and attitudes.
- T F 15. An anecdotal record requires no special setting or time frame.
- T F 16. Checklists may be developed to survey one child or a group of children.
- T F 17. Using a participation chart, teachers sometimes find that children's activity preferences do not match their needs.
- T F 18. Rating scales require you to make a judgment about behavior.
- T F 19. A child's random scribbles on paper are *not* needed for assessment purposes.
- T F 20. A portfolio can show the child's growth and development over time.

Descriptive or Interpretive?

Name _____ Date _____ Period _____

To help you learn to write an objective narrative, or anecdotal record, complete the following exercise. Read each statement. Place a *D* in front of those statements that are descriptive. Place an *I* in front of those statements that are interpretive. Write your own examples at the bottom of the page.

- _____ 1. Jose opened the door and ran outside.
- _____ 2. Mark left the blockbuilding area because he wasn't interested.
- _____ 3. Mrs. Devery, the teacher, called each child's name.
- _____ 4. When the bunny was taken out of the box, the children were so excited that they screamed.
- _____ 5. The teacher's aide said, "I like how quietly you are sitting."
- _____ 6. The volunteer asked each child to name one color.
- _____ 7. May cried because she could not speak English.
- _____ 8. Kris hit Kelsi because she was in his way.
- _____ 9. Wendy tipped over her glass of milk.
- _____ 10. Maurice put the rabbit in the cage, shut the door, and closed the lock.
- _____ 11. Tunde walked across the room and sat next to Judy.
- _____ 12. Sandy was confused by the teacher's directions so she took another cookie.

Write three statements that contain only observable behavior:

- 1. _____
- 2. _____
- 3. _____

Write three statements that contain interpretive information:

- 1. _____
- 2. _____
- 3. _____